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ABSTRACT

This curriculum guide is designed to provide teachers a tool for planning an instructional program in physical education based on the Texas Education Agency essential elements and the goals and objectives of the Fort Worth Independent School District. The guide covers six major instructional areas: (1) physical fitness, (2) motor development, (3) rhythm and dance, (4) games and sports, (5) tumbling and gymnastics, and (6) personal development. Scope and sequence charts display the core content of a subject or course and how this content builds or develops over the span of various suggested teaching activities, assessment types, and reteaching and enrichment ideas. Sample units show the instructional planning process, or the kind of thinking that teachers engage in as they plan instruction. Included are bibliographies, annotated lists of school and community resources, periodicals and other instructional resources. (JD)

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MIDDLE SCHOOL PHYSICAL EDUCATION

FORT WORTH

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FORT WORTH, TEXAS
1989

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from the desk of the

Superintendent

"Today's schools shape tomorrow's society."

"The challenge ... is to prepare all students to participate in further education and to become productive employees..."

"The curriculum is the tool through which we must equip students for success in a complex and changing world."

Today's schools shape tomorrow's society. In two short decades, our secondary and elementary students will be the citizens, scholars, scientists, and leaders determining the destiny of our country and our world.

The challenge facing educators, then, is to prepare **all** students to participate in further education and to become productive employees in the workplace. This challenge includes planning and delivering instruction which results in broad and widespread achievement of the core curriculum by all students.

The curriculum is the tool through which we must equip students for success in a complex and changing world. Graduates of our schools must be able to use the intellectual tools they have acquired in school in order to participate intelligently in our democracy, enjoy lifelong learning, and make a living in a competitive world where the most sought after talents are learning, thinking, and self-discipline.

In addition to the delivery of a strong curriculum, the challenge can be met through improved access to educational opportunities, higher expectations for students, and expanded school-community-parent partnerships.

Don R. Roberts
Superintendent of Schools
August, 1989

To The Teacher:

"This curriculum guide represents a reconciliation of curriculum and the limits of time."

This curriculum guide represents a reconciliation of curriculum content and the limits of time. Its purposes are to promote greater student achievement through alignment of the written, the taught, and the tested curriculum; and to promote broader and higher levels of thinking through objectives, activities, and strategies which integrate content and cognition.

Over the past two years, the curriculum staff and teachers have worked to define the curriculum for the Fort Worth Independent School District. Their efforts have resulted in the production of this document which includes

". . . this document includes a statement of philosophy and broad goals. . . objectives . . . scope and sequence . . . instructional planning guides which include teaching activities [and] sample units . . ."

- a statement of **philosophy** and broad **goals** for each content area. These should help guide curricular decisions and articulate the district's aspirations for students as a result of their participating in a program or programs.
- **objectives** organized around broad content goals or strands. These define more specific expectations for students in each subject or courses, Prekindergarten through Grade 12.
- **scope and sequence** charts which display the core content of a subject or course and how this content builds or develops over the span of various instructional levels.
- **instructional planning guides** which include suggested **teaching activities, assessment types**, and **reteaching** and **enrichment** ideas.
- sample **units** which show the instructional planning process, or the kind of thinking that teachers engage in as they plan instruction.
- **bibliographies**, annotated lists of school and community **resources, reading lists**, and other instructional resources.

"Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books."

Your role in the successful use of this guide is crucial. Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books. We hope you will join the collaboration by contributing ideas for activities, assessments, and units as well as by responding to the appropriateness and utility of this document. Response forms are included to facilitate this process.

We acknowledge the contributions of curriculum writing teams and the leadership of program staff without whom this guide would not have been possible. We appreciate, also, the desktop publishing skills and expertise of the Office of Curriculum Production and Distribution in formatting and printing this publication.

Midge Rach, Assistant Superintendent
Instructional Planning and Development

Nancy Timmons, Director
Curriculum

August, 1989

FORT WORTH INDEPENDENT SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Fort Worth Independent School District is to prepare students to assume economic, social, civic, and cultural responsibilities in a complex and changing society. This requires the provision of a well-balanced curriculum for all students that assures mastery of the basic skills of literacy, mathematics, and critical thinking. In addition to establishing this broad intellectual base, the district must provide opportunities for all students to develop attitudes and skills that promote mental, physical, and emotional fitness; economic and occupational proficiency; an appreciation for the aesthetic; and lifelong learning.

GOALS

Goal 1 **STUDENT PERFORMANCE**--All students will be expected to meet or exceed stated educational performance standards of high achievement, master the essential elements, and participate in appropriate school programs.

Goal 2 **CURRICULUM**--Offer a well-balanced curriculum in order that students may realize their learning potential and prepare for productive lives.

Goal 3 **QUALITY TEACHING AND SUPERVISION**--Ensure effective delivery of instruction.

Goal 4 **ORGANIZATION AND MANAGEMENT**--Provide organization and management which will be productive, efficient, and accountable at all levels of the educational system.

Goal 5 **FINANCE**--Provide adequate and equitable funding to support quality instructional programs and quality schools.

Goal 6 **PARENT AND COMMUNITY INVOLVEMENT**--Improve schools by involving parents and other members of the community as partners.

Goal 7 **INNOVATION**--Improve the instructional program through the development and use of alternative delivery methods.

Goal 8 **COMMUNICATIONS**--Provide consistent, timely, and effective communication among all public education entities and personnel.

ACKNOWLEDGMENTS

The physical education curriculum, Grades PK-12, has been developed as a tool for assisting physical education teachers in planning, implementing, and assessing their daily instructional programs. We feel certain that the teachers will welcome this document as it was prepared especially for them and for the students they teach.

This publication is a compilation of material from several sources. It is based, however, on the goals for physical education from the Texas Education Agency. Much time and effort have been given to field testing, writing, and revising this guide to develop a useful instructional tool.

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Gerri Moore, Program Director
Physical Education

PHYSICAL EDUCATION
GRADES PK-12

PHILOSOPHY

The physical education program is an integral part of the total educational process. It is an educational program that is fun, yet it provides vital learning experiences. Physical education is that part of the curriculum which develops knowledge and skills through the concepts and principles of human movement. The philosophy of the program is based on the unity of mind and body. Physical education, therefore, promotes physical awareness and positive attitudes in the way students think, act, and feel toward living a better life.

The emphasis of the program is directed toward the development of fitness through a progression of physical activities. The current trend in this field is to develop the "whole child" and to learn by doing. Although physical education and interscholastic athletics often include the same or similar activities, their program objectives are quite different and neither should be substituted for the other.

The physical education program provides the student an opportunity to develop neuro-muscular skills through physical activities and to realize the potential of the body. Physical activity is the means of expressing feelings, ideas, and emotions while fulfilling the basic human need for movement. Organized games, sports, rhythms, tumbling, and gymnastics become laboratory experiences in which intellectual, social, cultural, and emotional understandings and personal responsibilities are developed.

We recognize that students and school settings are unique as we endeavor to implement a physical education program to meet their individual needs, interests, and abilities. Even so, students are encouraged to acquire certain lifetime attitudes and practice living habits that are vital to a healthy future.

PHYSICAL EDUCATION
GRADES PK-12

RATIONALE AND PURPOSE

The purpose of this guide is to provide teachers a tool for planning an instructional program in physical education which is based on the Texas Education Agency essential elements as well as on the goals and objectives of the Fort Worth Independent School District. It is designed to provide continuity in instruction from elementary grades through high school and to assist teachers in planning, implementing, and evaluating instruction which will promote mastery of a common core curriculum.

This guide is designed to follow a sequence of six (6) major instructional areas:

I. Physical Fitness - to improve the quality of life.
II. Motor Development - to develop a positive body image and self-confidence.
III. Rhythms and Dance - to develop coordination, creativity, self-awareness, and endurance.
IV. Games and Sports - to develop skills common to games and team sports.
V. Tumbling and Gymnastics - to develop sequential tumbling and gymnastic skills.
VI. Personal Development - to develop personal and social skills for living.

These six major areas address the developmental and behavioral needs of students through a variety of physical activities. Every area is important if all students are to develop to their potential-physically, mentally, emotionally, and socially.

It is recognized that individual student differences exist within each school throughout the district. These variables make each instructional need unique. As a result, the physical education program is also unique in that it must meet the needs of all students. This guide, therefore, provides suggested activities to meet individual needs, interests, and physical abilities.

PHYSICAL EDUCATION
GRADES PK-12

GOALS

The overall goal of the physical education program is to influence the psychomotor, cognitive, and affective behavior of students through a well-defined, logical sequence of physical education experiences from basic movement education to physical activities for lifetime. The following subgoals are emphasized:

1. The learner will develop physical fitness through activities which stress the development of cardiovascular endurance, muscular strength, and body coordination.

2. The learner will participate in the progression of skills in various group activities and team sports to achieve desired developmental outcomes.

3. The learner will demonstrate an awareness of recreational activities and lifetime sports to meet personal needs and interests for leisure time.

PROGRAM OBJECTIVES

The objectives of an effective physical education program are achieved through a planned, sequential curriculum which incorporates the following:

1. The learner will develop and maintain physical fitness through activities which aid muscular strength, flexibility, agility, coordination, balance, posture, and cardiovascular endurance.

2. The learner will demonstrate understanding of motor skills and learn to move creatively, skillfully, effectively, and safely through exercises, games, sports, rhythms, and gymnastics.

3. The learner will acquire an appreciation and proper regard for social skills, rules, authority, and sportsmanship.

4. The learner will be able to experience enjoyment and express a sense of personal well-being, respect for others, interpersonal relationships, and participation in physical activities.

5. The learner will understand the competitive nature and safety aspects of the program and will identify the strategies of the physical education activities.

6. The learner will develop an interest in skills for living and identify positive health concepts for voluntary participation in individual fitness, community programs, and leisure time activities.

PHYSICAL EDUCATION
GRADES PK-12

P rovide a variety of physical and vigorous activities.

H elp each student develop a positive self-image.

Y our attitude is contagious. Be pleasant and positive.

S tudents appreciate a teacher who can admit, "I don't know. Let's find out."

I magination can solve many equipment and space problems.

C reative activities should be included throughout the year.

A ll students need daily activity organized for maximum participation.

L ook for ways to involve the handicapped and special students.

E xcluding students for punishment should be avoided unless other efforts fail.

D evelop good safety habits and wellness lifestyles.

U se student ideas in planning and implementing class activities.

C reate an atmosphere that is conducive to fun and relaxation.

A dapt activities to individual abilities, interests, and needs.

T he student is being taught - the activities are only tools.

I t is not whether you win or lose, but how you play the game.

O pportunities to develop leadership abilities should be provided for each student.

N othing improves a program more than periodic assessments and ongoing evaluations.

SCOPE AND SEQUENCE--MIDDLE SCHOOL PHYSICAL EDUCATION

Gr.	Physical Fitness	Motor Development	Rhythms and Dance
6	Develops personal fitness and conditioning routines Recognizes the importance of physical fitness Demonstrates muscular strength and cardiovascular endurance Analyzes performance on Fitness Test	Develops movement skills Demonstrates manipulative and coordination skills • eye-hand • eye-foot Performs combination of locomotor and non-locomotor movements	Recognizes dance rhythms and dance terms Executes folk and round dances Practices dance skills by creating new dances Demonstrates strength and endurance through aerobic dances • muscular • cardiovascular
7	Participates in fitness and conditioning activities Demonstrates knowledge of exercises for maintenance of fitness Performs at average level on Fitness Test	Performs combinations of locomotor and non-locomotor movements Develops body mechanics through participation in physical activities Improves eye-hand and eye-foot coordination	Participates in rhythmic and musical activities Performs square and folk dances Executes advanced dance steps and floor patterns Creates original aerobic or dance routines Identifies ways that rhythmic activities alleviate stress
8	Participates in aerobic conditioning program Determines exercises to maintain personal fitness Improves muscular strength and cardiovascular endurance Understands importance of life-long fitness	Improves movement and perceptual motor skills Demonstrates muscle control and efficiency in movement Performs movement to varied speeds, levels, forces, and combinations	Executes advanced folk and square dances Creates and teaches aerobic or contemporary dances Participates in group, individual, and partner dance activities

SCOPE AND SEQUENCE--MIDDLE SCHOOL PHYSICAL EDUCATION

Games and Sports	Tumbling and Gymnastics	Personal Development	Gr.
Practices ball handling skills in football, soccer, softball, and volleyball Improves body mechanics and body control Contributes to team efforts Understands rules and strategies of individual and team sports Participates in team/group activities to improve skills common to sports	Participates in complex stunts, tumbling, and gymnastic activities Improves skills in tumbling, gymnastics, and apparatus routines Uses safety procedures during tumbling and gymnastics activities	Accepts victory or defeat with positive attitude and sportsmanship Describes benefits of respect and fair play Demonstrates tolerance in peer relationships Identifies ways sports participation enhances self-concept	6
Improves ball handling skills common to sports Understands game strategies of individual and team sports • court and field markings • player positions and responsibilities • rules and terminology Participates in lifetime sports and recreational activities	Improves ability level in stunts, tumbling, and gymnastic skills Executes stunts, tumbling, and gymnastic routines • individual • partner • group Understands proper use and care of equipment	Demonstrates high standards of conduct Describes how individual differences affect sports Understands benefits of lifetime recreational activities	7
Demonstrates improved skills in team and recreational sports Participates at competitive level in team and individual sports Explains game rules, safety precautions, and the role of officials in sports Names ways team sports contribute to personal fitness	Demonstrates complex skills in tumbling and gymnastics Performs gymnastic routines on available apparatus Performs efficiently in free floor exercises • individual • partner •group	Explains value of physical activities to social interaction Contributes to teamwork, team morale, and sportsmanship Demonstrates ability to accept and share responsibility	8

Physical Education
GRADE 6
OBJECTIVES

THE LEARNER WILL:	ESSENTIAL ELEMENTS
A. Physical Fitness	
1. Develop personal exercise and conditioning routines	1A,B,3
2. Recognize the importance of physical fitness	1A-C
3. Demonstrate muscular strength and cardiovascular endurance	1C
4. Analyze performance on Physical Fitness Test	1C
B. Motor Development	
1. Develop movement skills	2A,B,3,4A-C
2. Demonstrate coordination and manipulative skills (eye-hand, eye-foot)	4A,C
3. Perform combination of locomotor and nonlocomotor skills	1A,B,2A,B,3
C. Rhythms and Dance	
1. Recognize dance rhythms and dance terms	3
2. Execute folk and round dances	1A,3
3. Practice dance skills by creating new dances	3
4. Demonstrate muscular strength and cardiovascular endurance through aerobic dance	1A,B
D. Games and Sports	
1. Practice ball-handling skills in basketball, soccer, softball, and volleyball	2A,3A
2. Improve body mechanics and body control in team sports	2A,B,3A
3. Understand rules and strategies of individual and team sports	3A,B
4. Participate in team sports and group activities	3A-C
5. Improve skills common to sports	
E. Tumbling and Gymnastics	
1. Participate in complex stunts, tumbling, and gymnastic activities	1A,B,5
2. Improve skills in tumbling, gymnastics, and apparatus routines	1A,B,5
3. Use safety procedures during tumbling and gymnastic activities	4B,5

THE LEARNER WILL:	ESSENTIAL ELEMENTS
F. Personal Development	
1. Accept victory or defeat with positive attitude and sportsmanship	4B
2. Describe the benefits of respect and fair play	4B
3. Demonstrate tolerance in peer relationships	4B
4. Identify ways that sports participation enhances self-concept	4B

PHYSICAL EDUCATION, GRADE 6

A. PHYSICAL FITNESS

OBJECTIVE 1: DEVELOP PERSONAL FITNESS AND CONDITIONING ROUTINES

Resources

Moving and Learning pp. 191-193

TEACHING ACTIVITY:

1. Demonstrate for students exercises that may be used for personal fitness and conditioning routines.
   - sit-ups
   - crab walk
   - v-sit
   - alternate knee raisers

2. Emphasize the use of conditioning exercises to develop abdominal strength and discuss the benefit of each type.

Assessment:

1. Students perform the four conditioning exercises that will develop abdominal strength.

2. Have students name the four conditioning exercises and give the benefit for each.

RETEACHING ACTIVITY:

1. Have the students execute the following conditioning exercises as they work on muscle strength and endurance:
   - ankle pull
   - backward goat
   - bottoms up

2. Explain that the student will engage in friendly competition with others while performing these conditioning routines.

Assessment:

1. Assess the student's ability to perform the following conditioning routines:
   - ankle pull
   - backward goat
   - bottoms up

2. Observe the students engaging in friendly competition with others as they perform the conditioning routines.

EXTENSION:

1. Divide the students into two groups: boys and girls.

2. Measure the boys' upper body strength and endurance by having the boys execute pull-ups.

3. Measure the girls' upper body strength by having them execute flexed arm hangs.

Assessment:

1. Check the boys' ability to perform pull-ups as a conditioning routine.
2. Assess the girls' ability to perform flexed arm hangs as they develop their personal fitness.

PHYSICAL EDUCATION, GRADE 6

A. PHYSICAL FITNESS

OBJECTIVE 2: RECOGNIZE THE IMPORTANCE OF PHYSICAL FITNESS

Resources

Moving and Learning pp. 174-200

TEACHING ACTIVITY:

1. Discuss with students the importance of physical fitness.

2. Lead the discussion by emphasizing the components of physical fitness: muscular strength, cardiovascular endurance, flexibility, and body fat.

Assessment: Have students write a short essay on "Why Physical Fitness Is Important." Students should also list the components of physical fitness.

RETEACHING ACTIVITY: Display charts of the physical fitness components for recognition by teacher and classmates.

Assessment: Students will list which component of physical fitness is most important to them.

EXTENSION: Organize the class into two groups and have the first group demonstrate an example of a physical fitness component while the other group tells the importance of each component used.

PHYSICAL EDUCATION, GRADE 6

A. PHYSICAL FITNESS

OBJECTIVE 3: DEMONSTRATE MUSCULAR STRENGTH AND CARDIOVASCULAR ENDURANCE

Resources

Moving and Learning pp. 174-200

TEACHING ACTIVITY:

1. Write on the chalkboard the definition for total physical fitness.
   Example: Physical fitness is the ability of the heart, blood vessels, lungs, and muscles to work their best.

2. Discuss with students exercises for increasing muscular strength and cardiovascular fitness.

3. Demonstrate four exercises and explain the benefits of each:
   - climbing ropes - upper arm strength
   - curl ups - abdominal strength
   - leg lifts - muscular development
   - jogging - cardiovascular endurance

Assessment:

1. Have students list major body organs used in the development of cardiovascular fitness.

2. Ask students to tell what body parts should be used to increase muscular strength.

RETEACHING ACTIVITY:

1. Explain how muscular strength and cardiovascular fitness can be helpful in improving and increasing one's personal fitness.

2. Demonstrate exercises such as push-ups and running-in-place which increase cardiovascular endurance.

Assessment:

1. Observe students as they perform the exercises that help to develop muscular strength and cardiovascular fitness.

2. Check individual abilities.

EXTENSION: Have students work individually at a class assignment to mark drawings and label exercises that can increase muscular strength and cardiovascular fitness.

Assessment:

1. Place students in groups to share and compare drawings of the exercises that can increase muscular strength and cardiovascular fitness.

2. Ask a reporter from each group to determine and share the similarities and differences with the class.

PHYSICAL EDUCATION, GRADE 6

A. PHYSICAL FITNESS

OBJECTIVE 4: ANALYZE PERFORMANCE ON PHYSICAL FITNESS TEST

Resources

TEACHING ACTIVITY:

1. Discuss why and how the Physical Fitness Test is used to analyze performances.
2. Explain to the students that the test is used to measure and diagnose fitness.
3. Establish scores for students who are at the same approximate height, weight, age, and grade levels.

Assessment: Students will write a brief paragraph on "How the Fitness Test Is Used to Analyze Performance."

RETEACHING ACTIVITY:

1. Display the Physical Fitness Test Chart to show students the scores that are used to analyze performance.
2. Discuss the criteria of the fitness test.

Assessment:

1. Have students compare scores of students of equal age, grade, height, and weight.
2. Ask students to write the results using the Physical Fitness Test Chart which analyzes performances.

EXTENSION: Have students develop a Physical Fitness Test Chart using a hypothetical test analysis.

Assessment: Observe students to check the methods used to develop a Physical Fitness Test Chart analysis.

PHYSICAL EDUCATION, GRADE 6

B. MOTOR DEVELOPMENT

OBJECTIVE 1: DEVELOP MOVEMENT SKILLS

Resources

TEACHING ACTIVITY:

1. Discuss and demonstrate basic movement skills.

2. Provide an opportunity to develop body image and concepts about space, time, direction, dimension, speed, rhythm, and mood.

Assessment:

1. Have students perform four basic movement skills on a given command.

2. Observe correct movement of skills executed upon command.

RETEACHING ACTIVITY:

1. Have students move through space while clapping to keep time.

2. Ask students to change direction while performing a basic movement skill. Example: Take sixteen walking steps, eight running steps, and four sliding steps while moving clockwise in a circle. Turn and repeat the movements while moving counterclockwise in the circle.

Assessment: Have students write a paragraph on the basic movement routines after observing the movement skills used by others. Let students read their paragraph aloud to the class.

EXTENSION:

1. Using the four basic movement skills, have students develop a routine requiring a combination of those skills.

2. Provide an opportunity for students to perform routines for the class.

Assessment: Monitor each student for basic movement routine and give praise for creativity.

PHYSICAL EDUCATION, GRADE 6

B. MOTOR DEVELOPMENT

OBJECTIVE 2: DEMONSTRATE COORDINATION AND MANIPULATIVE SKILLS

Resources

TEACHING ACTIVITY:

1. Introduce the lesson to students by giving the definitions of coordination and manipulative skills.

   Move To Learn p. 49

2. Lead the discussion by emphasizing the differences between the two skills.

3. Demonstrate some coordination and manipulative skills.

Assessment: Have students list some examples of manipulative and coordination skills.

RETEACHING ACTIVITY:

1. Group a small number of students to perform two activities using coordination skills and a group to perform two activities using manipulative skills.

2. Have class identify which group performed the manipulative skills and which group performed the coordination skills.

Assessment:

1. Have students create a routine using manipulative and coordination skills.

2. Allow the students to present their routines to the class.

EXTENSION: Appoint a leader to direct a group of coordination and manipulative skills, using a rotation method.

Assessment: Monitor students and leaders for improvement of body control while performing manipulative and coordination skills.

PHYSICAL EDUCATION, GRADE 6

B. MOTOR DEVELOPMENT

OBJECTIVE 3: PERFORM COMBINATIONS OF LOCOMOTOR AND NON-LOCOMOTOR MOVEMENTS

Resources

Student Experiences

TEACHING ACTIVITY:

1. Discuss the walk, run, jump, and hop as locomotor movements.
2. Describe the swing, pull, stretch, bend, and twist as non-locomotor movements.
3. Explain how each of these movements may be combined such as walk-swing, bend-jump, etc.

Assessment:

1. Ask students to name and practice combinations of locomotor movements which can be performed together with a partner.
2. Have partners walk through the combinations which they have selected.

RETEACHING ACTIVITY:

1. Present students a list of locomotor and non-locomotor movement combinations on cue cards.
2. Have class perform movement combinations by showing them cue cards, one, two, three at a time.

Assessment:

1. Have students perform non-locomotor and locomotor movements upon command as the teacher shows cue cards.
2. Have students execute locomotor and non-locomotor movements upon verbal command. Check for appropriate responses.

EXTENSION: Have students draw and label stick figures showing locomotor and non-locomotor movements.

Assessment: Use student drawings as class cue cards for future class movement performances.

PHYSICAL EDUCATION, GRADE 6

C. RHYTHMS AND DANCE

OBJECTIVE 1: RECOGNIZE DANCE RHYTHMS AND DANCE TERMS

Resources

Handout: Folk Dance Terminology, Positions, and Steps

TEACHING ACTIVITY:

1. Use the attached description of Folk Dance to introduce dance terminology.
2. Demonstrate dance terms and dance steps one at a time.
3. Discuss and describe the dance terminology and dance positions. Group students to practice the dance steps in various dance positions.

Assessment: Observe students' executions of the listed dance positions. Play music to help students recognize the dance steps and terms as they are related to the musical arrangements.

RETEACHING ACTIVITY:

1. Have students review all dance positions by discussing them with partners.
2. Using cue cards, ask a set of dance partners to demonstrate a dance step while the other set of partners names the dance step and the position being used.

Assessment:

1. Check students' understanding of dance terms by having them match dance steps and dance positions.
2. Use a checklist to have students match correct answers.

FOLK DANCE

Folk dances may be defined as the traditional dances of a given country which have evolved naturally and spontaneously with the everyday activities and experiences of the people who developed them. Folk dances are related in origin to the daily lives of specific people and stemming from customs, beliefs, emotions, and events related to religion, war, occupations, and ceremonies of birth, marriage, and death. Therefore, folk dances provide a vivid and graphic link with the past.

TERMINOLOGY

In Place - Location at the time of the indicated action, such as "stand in place," or "turn in place"

Inside Hand, or Inside Foot - Foot or hand nearer your partner or nearer the center of the set (Fig. 1)

Outside Hand, or Outside Foot - Foot or hand farther from your partner or farther from the center of the set.

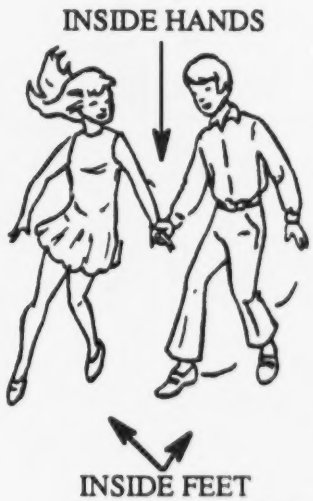


Figure 1

TERMINOLOGY (continued)

Set - An organized configuration of people dancing together, such as a circle, square, longways formation, or groups of three, four, etc.

Basic Partner Positions

Open - Partners standing side by side with inside hands joined; usually lady on man's right (Fig. 2)

Skating or Promenade - Partners standing side by side both facing same direction, lady on man's right; he holds her left hand in his left hand and her right in his right hand, with his right arm crossed over her left arm (Fig. 3)

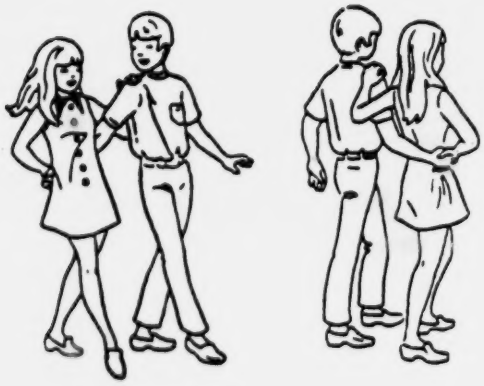
Schottische - Partners standing side by side, facing counterclockwise, lady on man's right; man's right arm is around partner and her right hand is joined with his at her waist; her left hand rests on his right shoulder; his left hand is free or on his hip. (Fig. 4)

OPEN

Figure 2

SKATING

Figure 3



SCHOTTISCHE

Figure 4

TERMINOLOGY (continued)

Varsovienne - Partners standing side by side facing counterclockwise, lady on man's right; man's right arm is behind lady; both right hands are joined above her right shoulder; his left hand holds her left hand in front of his left shoulder (Fig. 5)

VARSOVIENNE

Figure 5

Closed (social dance position) - Partners standing face to face, man's right arm around the lady, his hand resting firmly just below her shoulder blade; her right hand is in his left; arms extended slightly and her left hand on his right shoulder; both pulled slightly back with shoulders (Fig. 6)

CLOSED

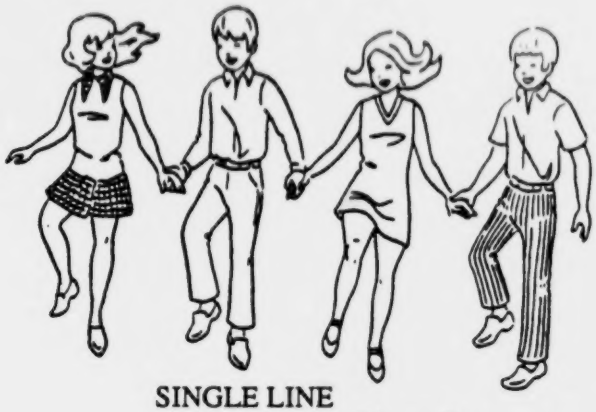
Figure 6

TERMINOLOGY (continued)

Basic Folk Dance Formations

Free Formations - Couples around the room in no overall group pattern

Singe-line Formation - A straight line of students (Fig. 7)



SINGLE LINE

Figure 7

Single Circle (no partner) - A ring of students all facing toward the center (Fig. 8)

SINGLE CIRCLE
NO PARTNERS

Figure 8

Student Handout
Teaching Activity (C:1)
PE 6

PHYSICAL EDUCATION, GRADE 6

C. RHYTHMS AND DANCE

OBJECTIVE 2: EXECUTE INTERMEDIATE LEVEL FOLK DANCE AND ROUND DANCE

Resources

TEACHING ACTIVITY:

Moving and Learning p. 349

1. Demonstrate the steps to the American round dance, "Sicilian Circle."
2. Use the dance description in the textbook, *Moving and Learning*, to have students walk through the dance steps.
3. Have students practice the dance steps without music until they feel comfortable with the entire dance pattern. Group students to perform the dance to music.

Assessment:

1. Observe practice session to make sure students properly execute the dance steps.
2. Monitor and assist groups as needed to complete the dance.

RETEACHING ACTIVITY:

1. Divide class into groups to practice the first three steps of the dance, "Sicilian Circle" without music.
2. Ask students to memorize the first three dance steps before practicing the next three dance steps.
3. After the entire dance is memorized, have groups perform the dance to music.

Assessment:

1. Observe practice session to make sure students properly execute the first three steps before adding the last three dance steps.
2. Monitor and assist groups as needed to complete the dance.

EXTENSION:

1. Introduce the folk dance, "Seven Jumps," listed in the textbook, *Moving and Learning*.
2. Point out that this Danish round dance uses the step-hop skill to varied speeds.

Assessment:

1. Assign groups to perform the "Seven Jumps" folk dance that requires movement to varied speeds.
2. Monitor group performances for errors in timing.

PHYSICAL EDUCATION, GRADE 6

C. RHYTHMS AND DANCE

OBJECTIVE 3: PRACTICE DANCE SKILLS BY CREATING NEW DANCES

TEACHING ACTIVITY: Discuss and describe simple dance skills using locomotor and non-locomotor movements. Example:

- walking
- skipping
- gliding
- swaying
- swinging
- twisting

Assessment:

1. Observe groups as they practice new dances.
2. Check for originality and smooth movement combinations.

RETEACHING ACTIVITY:

1. Have students review a list of locomotor and non-locomotor skills.
2. Ask each student to present a movement and have the group mirror the movement.
3. Select four of the demonstrated movements and combine them to create a new dance.

Assessment: Observe the practice session to make sure each student contributes and works to create a new dance.

EXTENSION:

1. Have students draw a diagram of the dance formation and list the movements used in the new dance.
2. Provide an opportunity for each group to perform their new dance for the class.

Resources

Handout: List of locomotor and non-locomotor movements

LOCOMOTOR AND NON-LOCOMOTOR MOVEMENTS

Locomotor Movements

- Walk
- Run
- Hop
- Jump
- Slide
- Gallop
- Skip
- Leap

Non-locomotor Movements

- Bend
- Stretch
- Push
- Pull
- Twist
- Sway
- Reach
- Swing

PHYSICAL EDUCATION, GRADE 6

D. GAMES AND SPORTS

OBJECTIVE 1: PRACTICE BASIC BALL-HANDLING SKILLS IN BASKETBALL

Resources

Handouts: Basketball Skills, Basketball Drills, and Basketball Dribbling Skills

TEACHING ACTIVITY:

1. Demonstrate the ball-handling skills common to basketball: passing, catching, shooting, and dribbling.
2. Explain how important the skills are for the player to experience success in the game.
3. Set up the activity area using practice stations for passing and catching activities listed on the attached handout. Example: line passing, keep away, and three man weave.

Assessment: Observe each students' ability to control and handle the basketball.

RETEACHING ACTIVITY:

1. Introduce the game, "Number Basketball," to give students the opportunity to practice passing, catching, and dribbling while playing the game.
2. Refer to the details of the game on the attached handout.
3. Allow ample time for each student to practice the skills. Monitor and make corrections in skill progression as needed.

Assessment: Observe game participation to check individual abilities to handle and control the basketball.

EXTENSION:

1. Group the class to participate in dribbling activities. Refer to the attachment, Basketball Dribbling Drills.
2. Allow ample time for each group to practice dribbling skills in the drills listed. Example: Line dribbling, dribble and pivot, or figure eight.

Assessment: Observe students' ability to acquire the dribbling skills. Check for maximum participation and ball control.

BASKETBALL SKILLS

1. Dribble

   Purpose: To measure ball handling and dribbling ability

   Equipment and facilities:
   Six chairs in a straight line (the first chair six feet from the starting line and the other chairs six feet apart), a basketball, and a stopwatch

   Procedure:
   The contestant stands behind the starting line with the basketball. At the signal to start, the player dribbles the ball around the right side of the first chair and the left of the second chair, alternating around the remainder of the chairs, and back to the starting line. The ball must be dribbled legally and at least once between each pair of chairs. Timing begins with the command to start and stop when the player crosses the starting line.

2. Passing

   Purpose: To measure ball control and passing speed

   Equipment and facilities:
   A circular target (ten inches in diameter marked on a wall space five feet from the floor), a basketball, and a stopwatch

   Procedure:
   The contestant stands behind a restraining line ten feet from the wall. At the signal to start, the contestant, using a two-handed chest pass, throws the basketball at the target. The contestant must remain behind the restraining line while throwing the ball but may go over the line to retrieve the ball. The ball must strike the wall within the circle. The contestant gets one point for each time the ball strikes the wall in one minute.

3. Shooting

   Purpose: To measure shooting ability

   Equipment and facilities:
   A regulation court and a basketball

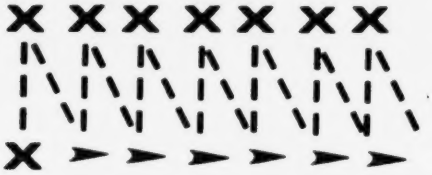
   Procedure:
   The contestant shoots fifteen foul shots. The contestant must move both feet between shots. One point is awarded for each basket.

BASKETBALL DRILLS

Passing and Catching

1. Line Passing

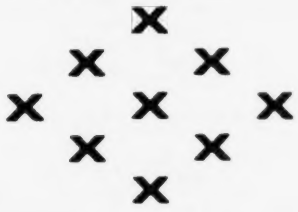
   a. Have a line of five to ten people. One person passes the ball from person to person while moving down the line and back.



   b. Have two lines of players facing each other. First player in line passes across to the first person in the other line then follows the ball to that line - receiving player then repeats pass to the other line.

2. Keep away

   Players are arranged in a circle with one player in the middle. Ball must be passed across the circle quickly. Try to keep player in the center from intercepting.



3. Three Man Weave or Figure 8

   The player in the center at position one always starts the drill. While continuously running through the positions from one to two to three and back to one, each player throws the ball to the preceding person as soon as it is caught.

BASKETBALL DRIBBLING SKILLS

Dribbling

1. Line Dribbling

   Use four to ten players in a straight line for five to eight lines. Players dribble down court with right hand; then back with left hand making a good chest pass to the next person in line.

2. Dribble and Pivot

   Use four to ten players in five to eight lines. Player dribbles to a mark, pivots, and passes the ball back to the next player in line.

3. Figure 8

   Use four to ten players in five to eight lines with chairs, students, bowling pins, Indian clubs, etc. Have player dribble around obstacles.

Lead Up Activities

Number Basketball can be played with any number. Have an equal number of players on each side of the court. Count off so that there will be an equal number of players on each team on each side of the court. Have students sit. Call two numbers. Students with the numbers from each side play each other. Play two baskets or two minutes. This will allow everyone equal playing time.

Teacher Handout
Reteaching Activity (D:1)
Extension (D:1)
PE 6

D. GAMES AND SPORTS

OBJECTIVE 2: UNDERSTAND THE RULES AND STRATEGIES OF TEAM SPORTS: BASKETBALL

Resources

TEACHING ACTIVITY:

1. Use the attached student handout to discuss the history and terminology of basketball.

2. Use the diagram of the basketball court to stress player position and simple playing strategies.

Student Handout: Basketball Rules and Terminology

Assessment: Ask students to review and discuss the history and rules of basketball.

RETEACHING ACTIVITY:

1. Discuss the court dimensions, playing zones, and playing positions in basketball.

2. Place students on the court to emphasize playing position of each team player.

Assessment: Have students draw and label a picture of a basketball court and classify the five players on a team. Example: Guards, forwards, center.

BASKETBALL

Basketball began in 1891, at Springfield College, Springfield, Massachusetts, by Dr. James Naismith. He wanted a game for winter months that could be played indoors. He placed peach baskets above the floor and used a soccer ball, thus the name basketball.

The game was slow and low scoring because the ball was center-jumped after each basket. In 1937 the center-jump was abolished. This led to the development of the fast break and jump shots so that today it is not unusual to have several players score more individual points than an entire team did before 1937.

Rules

For recent interpretation and rule changes on specific points, check the latest NCAA Rule Book.

1. There are five players on a team. They are usually classified as guards, forwards, and a center.

2. The game is started by the referee who tosses the ball up between the two centers in the center circle at midcourt.

3. The ball can be advanced by dribbling or passing until a player is in position to throw the ball into the proper basket. This is known as a field goal.

4. A player with possession of the ball may not hold on to the ball for more than one step.

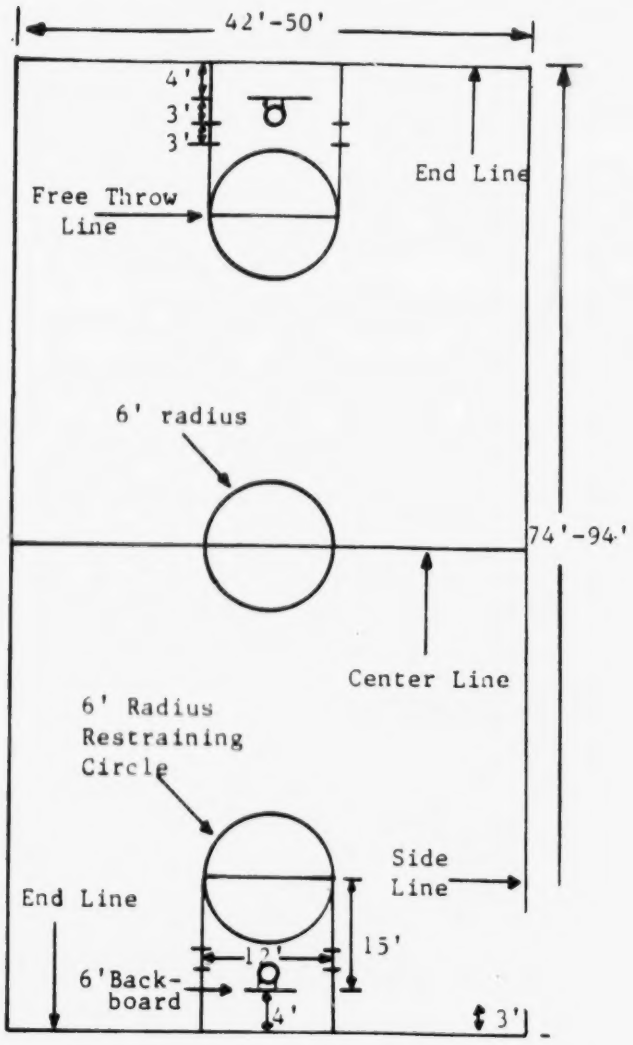
5. There are two types of fouls: technical and personal.

6. Types of technical fouls are unsportsmanlike conduct, leaving the court without permission, too many time outs, and entering the wrong number in the scorebook.

7. Types of personal fouls are pushing, holding, shoving, and charging.

8. On personal fouls, the ball is either taken out of bounds or a free throw is awarded on a one-and-one basis depending on the number of team fouls. If a player is in the act of shooting and makes the field goal, that same player is awarded one free throw. If the field goal is missed, the player is awarded two shots at the basket. Each successful free throw will count one point. Two free throws may also be awarded for a flagrant or intentional foul. If the personal foul is committed by a member of the offensive team when that team is in possession of the ball, then the ball is given to the offended team out of bounds nearest the spot of the foul.

Basketball Court



Terminology

- Backboard - Wood, metal, glass or any flat and rigid material against which the basket is attached
- Back Court - Section of the court from the dividing line to the opponent's basket
- Center - One of the five players who jumps center at the beginning of the game and the start of each quarter
- Center Circle - A circle with a radius of two feet in the center of the court
- Center Jump - A means of putting the ball into play by tossing it up between two opponents in the center circle
- Crip Shot or Lay Up - Method of shooting at the basket on a short shot

Terminology (continued)

- Division Line - Line that divides the court into halves
- Double Dribble - Violation occurring when a player continues dribbling after grasping the ball with both hands
- Double Foul - Two opponents commit personal fouls against each other at the same time
- Dunking - A short shot with the ball above the rim, then forcefully rammed through the basket
- Fast Break - Defensive team getting the ball and moving it down the court as rapidly as possible, before the other team sets up
- Field Goal - A basket during play and counting two points
- Forward - Two of five players, usually the 2nd and 3rd tallest, playing the area under the basket
- Free Throw - An unguarded shot from the free throw line with the clock stopped
- Front Court - The part of the court between the end line of a team's basket and the division line
- Full Court Press - When a team guards another team in both courts
- Guard - Usually the shortest players on a team; best ball handlers; used to bring the ball into front court and set up play
- Jump Ball - Called when two opposing players have control of the ball at the same time; tossed up between the two players at the nearest circle
- Personal Foul - When a player makes contact with an opponent while the ball is in play
- Pivot - Movement of body keeping one foot in contact with the floor
- Screen - Legal position of a player who prevents or delays an opponent from reaching a certain position on the floor
- Team Fouls - Total number of personal fouls on a team before an official awards the other team the bonus free throw or the one-and-one
- Technical Foul - Foul not involving player contact; usually a foul for some type of unsportsman-like conduct
- Man-to-Man Defense - A defensive system in which each player guards an assigned individual
- Three Second Lane - Part of the free-throw lane between the free-throw line and the end line, including the lines bounding the area
- Traveling - Illegal progression in any direction while retaining possession of the ball
- Zone Defense - A defensive system in which players cover assigned court areas, rather than specific individuals

Skills

- Offensive Stance
- Defensive Stance
- Dribbling
  - Right hand
  - Left hand
  - Changing hands
  - Changing direction
- Passing
  - Chest pass
  - Overhead pass
  - Bounce pass
- Shooting
  - Lay-up
  - One-hand set shot
  - Jump shot

D. GAMES AND SPORTS

OBJECTIVE 3: CONTRIBUTE TO TEAM EFFORTS

Resources

TEACHING ACTIVITY:

1. Identify the five players on a basketball team and emphasize the role of each team player.

2. Discuss how each individual player contributes to the team efforts. Stress the importance of cooperating and working together to make a successful team.

Assessment: Have students define and discuss how each player contributes to the team efforts.

RETEACHING ACTIVITY: Divide the class into two groups and assign one group to role-play a team that works together and one group to dramatize a team that does not work together.

Assessment: Have the class compare and discuss the two team situations.

D. GAMES AND SPORTS

OBJECTIVE 4: PARTICIPATE IN TEAM AND GROUP ACTIVITIES TO IMPROVE BODY MECHANICS COMMON TO BASKETBALL

Resources

TEACHING ACTIVITY:

Student Handout: Basketball Circuit

1. Define and demonstrate the body mechanics used in basketball skills. Example: Offensive stance, defensive stance, dribbling, and shooting.

2. Use skill development circuit for teaching the fundamental body mechanics common to basketball. Refer to the attachment, Basketball Circuit, to set up activity area.

Assessment: Check to make sure that students are using the proper body mechanics to execute the listed basketball skills.

RETEACHING ACTIVITY:

1. Use the Skill Teaching Points on the attachment to point out the proper body mechanics for each skill used in basketball.

2. Give a demonstration with point-by-point emphasis on the listed criteria for each basketball skill.

3. Pair students to practice skills as each partner gives suggestions or corrections to improve skills.

Assessment: Observe skill development practice activities. Check to be sure that both partners have the opportunity to practice and give feedback.

BASKETBALL CIRCUIT

Skill Teaching Points

1. Offensive Stance

   Keep head up with body balanced and squared to the goal. Feet are approximately shoulder's width apart. Knees are flexed, ball is in front of body. Ball is held firmly by fingers and thumbs.

2. Defensive Stance

   Body is balanced with weight equally distributed on both feet. Feet are approximately shoulder's width apart. One foot is forward in a staggered stance. Trunk of body is slightly forward, knees flexed. Placement of arms is optional. Guard is three feet from opponent. Over-play one half to one step. First step is with foot closest to offense player's movement direction. Second step is closing step in sliding movement.

3. Dribbling Techniques

   Head is up with eyes focused ahead. Knees flexed; body in semi-crouched position. Arm out for balance and ball protection. Height of dribble and body position vary. Ball contacted with fingers and thumb. With elbow extended and wrist flexed, push ball to floor.

4. Passing

   Chest pass begins in starting position, turn hands downward, turn hands upward, extend arms, and uncock wrists. Thumbs and index finger leave ball last. Pronate wrists inward with thumbs down, complete weight transfer.

5. Shooting

   a. Lay-Up Techniques

      Start with head up, eyes on backboard; shift weight to front foot and jump off extended foot; control ball with both hands; drive opposite leg upward. Support ball and carry upward in shooting hand. Extend arm and uncock wrist to release ball. Extend body fully on release as arm follows through.

   b. One-Hand Set Shot

      Begin in starting position with eyes on the basket. Hold ball in fingertips, crouch body, extend arm, remove supporting hand, and flex wrist.

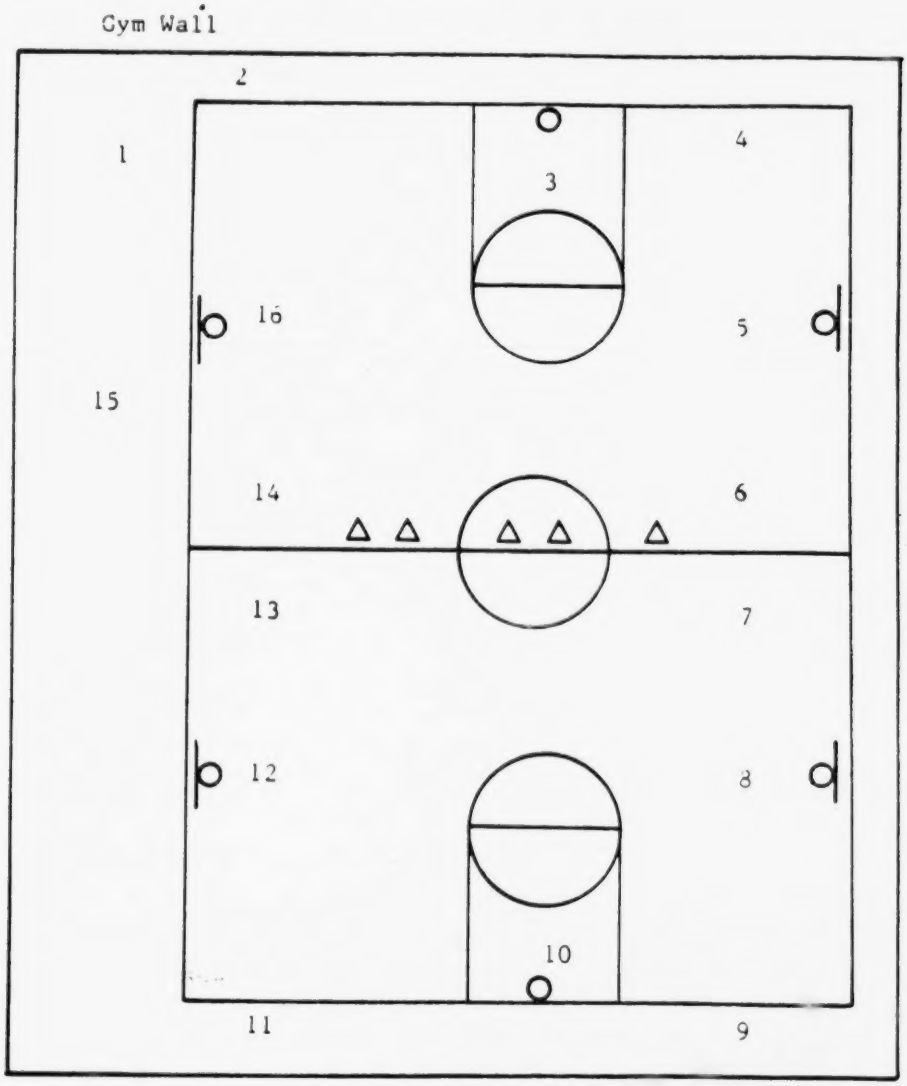
   c. Jump Shot

      Start in ready position, crouch body, lift ball, spring off balls of feet, and cock wrist. Lift ball and body - shooting hand positions ball above and in front of head. Remove supporting hand. Extend arm and uncock wrist. Ball leaves finger tips; flex wrist on follow through.

Circuit

The circuit for teaching basketball fundamentals is an excellent tool when dealing with large groups. The teacher should make sure the students have a basic knowledge of the fundamentals of stance, passing, dribbling, and shooting before moving to the circuit.

This demonstration circuit is set up for a class of 48, but could be used for a larger or smaller class.



PHYSICAL EDUCATION, GRADE 6

E. TUMBLING AND GYMNASTICS

OBJECTIVE 1: PARTICIPATE IN STUNTS, TUMBLING, AND GYMNASTIC ACTIVITIES

Resources

TEACHING ACTIVITY:

1. Demonstrate proper techniques for executing the forward roll, backward roll, cartwheel, dive roll, and round-off.
2. Encourage groups of students to practice the tumbling skills.
3. Emphasize safety and spotting techniques during the class practice session.

Assessment: Observe students as they execute the forward roll, backward roll, dive roll, cartwheel, and round-off. Check for proper execution of each tumbling skill.

RETEACHING ACTIVITY:

1. Present students with pictures of the five tumbling skills.
2. Have students practice and perform the tumbling activities as illustrated in the pictures.

Assessment: Observe students for proper techniques in executing the five tumbling skills. Assist students as needed to correct individual skills.

EXTENSION: Ask students to create and practice a gymnastics routine using the five tumbling skills.

Assessment: Focus on the creativity and skill combinations used in the tumbling routine.

E. TUMBLING AND GYMNASTICS

OBJECTIVE 2: IMPROVE SKILLS IN TUMBLING, GYMNASTICS, AND APPARATUS ROUTINES

Resources

TEACHING ACTIVITY:

1. Review the variations of the backward roll.
2. Explain and demonstrate the backward chest roll.
3. Ask students to practice to improve their level of performance of the backward chest roll.

Assessment:

1. Have students perform the basic backward roll and the backward chest roll.
2. Discuss each student's skill progression or improvement level of the skill.

RETEACHING ACTIVITY: Have students discuss the difficulty experienced while performing the backward chest roll and tell how they were able to improve the performance of the skill.

Assessment: Observe students as they practice to improve the backward chest roll. Check level of improvement and skill progression.

EXTENSION:

1. Group or pair students to practice the backward chest roll until they have improved the skill.
2. Have students demonstrate their ability to execute the skill for the class.

Assessment: Monitor the progress and improvement of this tumbling skill.

E. TUMBLING AND GYMNASTICS

OBJECTIVE 3: USE SAFETY PROCEDURES DURING TUMBLING AND GYMNASTIC ACTIVITIES

Resources

TEACHING ACTIVITY:

1. Discuss individual responsibility and safety procedures to practice during tumbling and gymnastic activities.

2. Ask students to outline skills, habits, and attitudes that will promote safety.

3. Develop a set of class safety rules for students to practice during tumbling and gymnastic activities.

Assessment: In a class discussion, ask students to list their individual responsibility to safety procedures to practice during tumbling and gymnastics.

RETEACHING ACTIVITY: Ask students to develop a list of unsafe practices and a list of safe procedures to eliminate undue risks during tumbling and gymnastic activities.

Assessment: Have students share and discuss their safe procedures and lists of unsafe practices used during tumbling and gymnastic activities.

EXTENSION: Have students demonstrate safety procedures while participating in tumbling and gymnastic activities.

Assessment: Monitor and observe the safety procedures used during tumbling and gymnastic activities.

F. PERSONAL DEVELOPMENT

OBJECTIVE 1: ACCEPT VICTORY AND DEFEAT WITH POSITIVE ATTITUDE AND SPORTSMANSHIP

Resources

TEACHING ACTIVITY:

1. Define "sportsmanship" as the conduct that shows respect for rules, authority, and fair play.

2. Stress that a good sport knows how to compete and cooperate during a game or in group activity.

3. Emphasize that playing and having fun is more important than winning.

Assessment: Ask students to write a brief essay to describe a good sport. Have students share and discuss their descriptions with the class.

RETEACHING ACTIVITY:

1. Assign students to participate in a large group activity that equalizes competition such as hula hoops or horseshoes, etc.

2. Emphasize the fun in accomplishing the task rather than keeping scores to make the experience fun for all.

Assessment: Discuss the individual outcomes of the assigned tasks. Focus on how well students acquired skills and the successes accomplished.

EXTENSION: Ask students to elaborate on the statement, "It is not winning or losing. It is how you play the game."

Assessment: Check students' understanding of victory and defeat by responses to the statement.

F. PERSONAL DEVELOPMENT

OBJECTIVE 2: DESCRIBE THE BENEFITS OF RESPECT AND FAIR-PLAY

Resources

TEACHING ACTIVITY:

1. Give a definition of *respect*.
2. Discuss how respect for self and others is important to group interaction and in group participation.

Assessment:

1. Have students list ways to demonstrate respect for self, family members, and others.
2. Ask students to share and discuss their lists with the class.

RETEACHING ACTIVITY:

1. Assign groups to role-play situations to depict fair play, such as waiting turns, courtesy, helping others, etc.
2. Have class point out and discuss the situations by describing how fair play in the dramatization occurred.

PHYSICAL EDUCATION, GRADE 6

F. PERSONAL DEVELOPMENT

OBJECTIVE 3: DEMONSTRATE TOLERANCE IN PEER RELATIONSHIPS

Resources

TEACHING ACTIVITY:

1. Define and discuss the word *tolerance*. Discuss how tolerance and sensitivity apply to students and their peer relationships.

2. Emphasize that attention must be given to the feelings and needs of others to build relationships.

Assessment: Have students list ways to show tolerance or sensitivity for others. Compare and discuss the listed suggestions.

RETEACHING ACTIVITY:

1. Provide students the opportunity to define their feelings by answering the following questions:
   - How do I feel when I make a mistake?
   - How do I like people to correct my errors?
   - Do others feel the same way I do?

2. Ask students to share their responses with the class. Discuss.

Assessment: Check students' understanding of tolerance in peer relationships and positive responses during class discussion.

PHYSICAL EDUCATION, GRADE 6

F. PERSONAL DEVELOPMENT

OBJECTIVE 4: IDENTIFY WAYS SPORTS PARTICIPATION ENHANCES SELF-CONCEPT

Resources

TEACHING ACTIVITY:

1. Have students list their favorite team and/or individual sport.

2. Discuss individual sport selections and ask students to tell how participation in the sport has added to their self-concept.

Assessment: Ask students to write an essay to tell how participation in sports has enhanced their self-concept.

RETEACHING ACTIVITY:

1. Discuss with students ways participation in sports adds to personal well-being. Cite examples such as fitness, fun, stress reduction, and relaxation.

2. Ask students to share occasions when they have experienced success or received an award for sports participation and tell how they felt at that time.

Physical Education
GRADE 7
OBJECTIVES

THE LEARNER WILL:	ESSENTIAL ELEMENTS
A. Physical Fitness	
1. Participate in fitness and conditioning activities	3A
2. Demonstrate knowledge of exercises for maintenance of fitness	3A,B
3. Perform at an average level on Physical Fitness Test	3A,B
B. Motor Development	
1. Perform combinations of locomotor and nonlocomotor movements	1A,B,4
2. Develop body mechanics and movements through participation in physical activities	1A,B,4
3. Improve eye-foot and eye-hand coordination	1B,4
C. Rhythms and Dance	
1. Participate in rhythmic and musical activities	4
2. Perform square dances and folk dances	4
3. Execute advanced dance steps and floor patterns	4
4. Create original aerobic or dance routines	4
5. Identify ways that rhythmic activities alleviate stress	3,4
D. Games and Sports	
1. Improve ball handling skills common to sports	1,2A,B,4
2. Demonstrate understanding of game strategies for team and individual sports (player positions and responsibilities, rules and terminology, court and field markings)	2,4
3. Participate in lifetime sports and recreational activities	2A,4
E. Tumbling and Gymnastics	
1. Improve ability level in stunts, tumbling, and gymnastic skills	1,2,4
2. Execute stunts, tumbling, and gymnastic routines (individual, partner, group)	1,2,4
3. Demonstrate proper use and care of gymnastic equipment	4

THE LEARNER WILL:	ESSENTIAL ELEMENTS
F. Personal Development	
1. Demonstrate high standards of conduct while participating in class activities	1A, 2A-C
2. Describe how individual differences affect sports	2A, C, 4
3. Understand benefits of lifetime recreational activities	

PHYSICAL EDUCATION, GRADE 7

A. PHYSICAL FITNESS

OBJECTIVE 1: PARTICIPATE IN FITNESS AND CONDITIONING ACTIVITIES

Resources

TEACHING ACTIVITY:

1. Demonstrate for students conditioning exercises that will develop upper body strength.
   - Arm circles
   - Wing stretches
   - Push-ups

2. Have students participate in conditioning exercises to build up arm strength by moving through circuit training stations.

Assessment: Administer a pretest. Record the repetitions along with the time it takes for students to complete the exercises.

RETEACHING ACTIVITY:

1. Have peer tutors demonstrate the push-up for developing arms using both the modified and the regular positions.

2. Ask students to discuss the advantages and disadvantages of each position.

Assessment: Administer a modified 30 second push-up test. Record and compare the results.

EXTENSION:

1. Divide students into teams to develop and practice a fitness or conditioning routine.

2. Explain that each team will be assigned a week to lead the class during the warm up or conditioning session. Observe teams as they develop fitness and conditioning routines. Make sure that the selection of exercises is beneficial to total body conditioning.

PHYSICAL EDUCATION, GRADE 7

A. PHYSICAL FITNESS

OBJECTIVE 2: DEMONSTRATE KNOWLEDGE OF EXERCISES FOR MAINTENANCE OF FITNESS

Resources

TEACHING ACTIVITY:

1. Discuss total fitness and explain the components necessary to ensure and maintain body development.

2. Stress that fitness requires a maintenance program and conscientious effort by the individual.

3. Emphasize activities that will increase and maintain total fitness. Examples: Walking, running, dancing, and swimming

Assessment: Ask students to list fitness activities that can be both fun and beneficial to their personal fitness program.

RETEACHING ACTIVITY:

1. Group students and have each group determine exercises and fun activities that will maintain fitness.

2. Ask the groups to share and compare their listed activities.

3. Have students determine and discuss the most popular and least favorite activities.

Assessment: Ask students to write a short essay to describe the activity program for personal fitness and maintenance.

EXTENSION: Assign groups of students with the same exercise and activities listed for maintenance of fitness to discuss the benefits of their selected fitness maintenance program.

Assessment: Ask a member from each group to share and discuss the benefits of their fitness maintenance programs.

PHYSICAL EDUCATION, GRADE 7

A. PHYSICAL FITNESS

OBJECTIVE 3: PERFORM AT AVERAGE LEVEL ON FITNESS TEST

Resources

Fit Youth Today Physical Fitness Test

TEACHING ACTIVITY:

1. Discuss the components in the physical fitness test
   - Cardiovascular endurance
   - Flexibility
   - Muscular strength
   - Body composition

2. Administer the physical fitness pretest *Fit Youth Today*. Use the testing criteria outlined in the *Fit Youth Today* program.

Assessment:

1. Have students list the importance of each component of the physical fitness test.

2. Have the students identify the part of the fitness test that needs personal improvement.

RETEACHING ACTIVITY:

1. Demonstrate exercise to increase muscular strength in the arms, legs, and stomach.

2. Discuss the advantages of these exercises for improving fitness test score averages.

3. Have students move through a fitness exercise circuit training program. Emphasize repetition and progression of skills on the fitness test.

Assessment: The students will be time tested on each component of the fitness test. Have students compare pretest and posttest scores to determine skill progression. Ask students to determine average performance level on test scores.

PHYSICAL EDUCATION, GRADE 7

B. MOTOR DEVELOPMENT

OBJECTIVE 1: PERFORM COMBINATION OF LOCOMOTOR AND NON-LOCOMOTOR MOVEMENTS

Resources

TEACHING ACTIVITY:

1. Introduce the lesson by describing the hop, run, jump, and walk as locomotor skills.
2. Describe the stretch, twist, reach, and swing as non-locomotor movements.
3. Explain how these movements can be combined such as twist-jump, walk-swing.

Assessment: Have students list examples of locomotor and non-locomotor movements they have observed in the class activities.

RETEACHING ACTIVITY:

1. Present locomotor and non-locomotor movement combinations on cue cards.
2. Have students perform and identify each movement presented on the cue cards.

Assessment: Observe student's activity to perform locomotor and non-locomotor movements upon command by the teacher.

EXTENSION:

1. Have students draw and label figures showing locomotor and non-locomotor movements.
2. Ask students to share and discuss drawings with class.

Assessment: Use student figures to develop movement cue cards. Check to see if class can determine movements listed on the cue cards.

PHYSICAL EDUCATION, GRADE 7

B. MOTOR DEVELOPMENT

OBJECTIVE 2: DEVELOP BODY MECHANICS THROUGH PARTICIPATION IN PHYSICAL ACTIVITIES

Resources

LESSON 1

TEACHING ACTIVITY:

Handout: Physical Activity Obstacle Course

1. Discuss with students the obstacle course and emphasize the body mechanics to be developed at each work-out station.

2. Explain the benefits of the physical activities at each station.

3. Use the attached obstacle course to define and demonstrate the activities for stations 1 - 8.

Assessment: Students will evaluate their performance of these physical activities by answering these questions:

- Did you complete the task at each situation?
- Did you do as well as you expected?
- Would you like more time to complete the task?

RETEACHING ACTIVITY:

1. Have students run through the physical activities in the obstacle course for a second time.

2. Encourage students to work to improve and accomplish more repetitions than the first effort.

Assessment: Check to see if each student accomplishes more repetitions and improved physical skills each time the course is completed.

EXTENSION: Time students as they work through physical activity obstacle course for a third time, working to increase the number of repetitions in less time.

Assessment: Check to see if each student scored progressively more repetitions in physical activities in less time as they participated in the obstacle course.

B. MOTOR DEVELOPMENT

OBJECTIVE 2: DEVELOP BODY MECHANICS THROUGH PARTICIPATION IN PHYSICAL ACTIVITIES

Resources

LESSON 2

TEACHING ACTIVITY:

1. Explain the obstacle course by emphasizing the physical activities at each station and stress the body mechanics to practice or develop. (Use attached handout.) — Handout

2. Students will move to each station to perform activities shown on handout.

Assessment: Students will evaluate their performance using these questions:

- Did you complete your goals?
- Did you do as well as you expected? If not, why not?
- Would you like to try longer to reach them?
- Would you like to leave this goal now and work on it at a later date?
- What or who helped you most in reaching your goals?

RETEACHING ACTIVITY: Students will run through physical activities in the obstacle course for the second time to improve the listed body mechanics.

Assessment: Each student should do progressively more physical skills (in number) each time the obstacle course is performed.

EXTENSION: Students will run through physical activities in the obstacle course for the third time, working to increase the number of repetitions in less time.

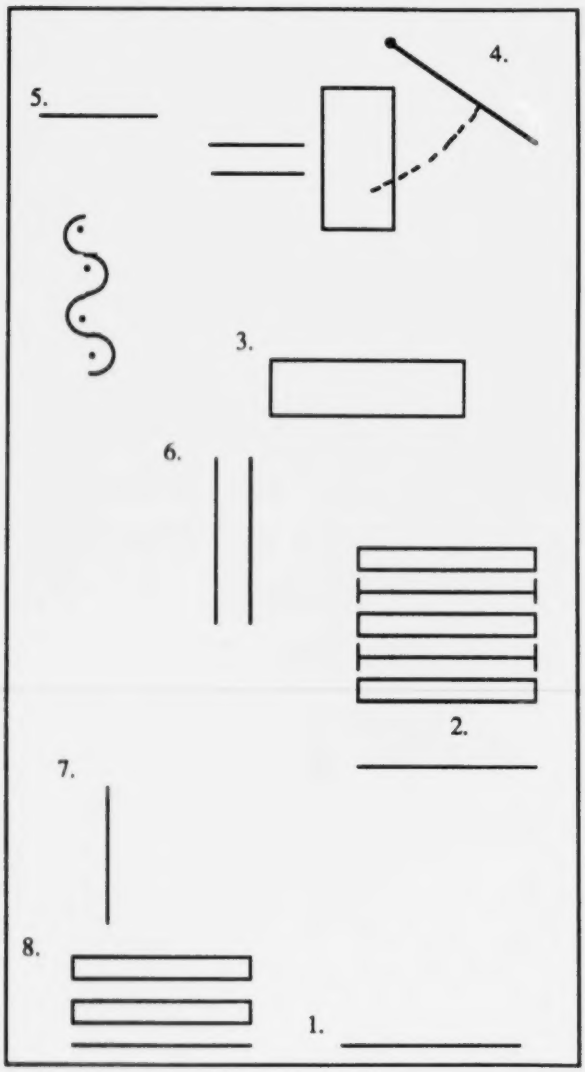
Assessment:

1. Each student should do progressively more physical activities each time he/she progresses through the obstacle course.

2. Students will evaluate their performances.

OBSTACLE COURSE

Activities	Benefits
1. Seal walk	Muscular strength
2. Over benches	Agility/flexibility
3. Forward rolls	Coordination
4. Hang on ropes, swing over box	Muscular strength
5. Vault or climb over boxes	Coordination
6. Move over beam	Agility/flexibility
7. Handwalk along parallel bars	Muscular strength
8. Zig-zag run	Coordination



Student Handout
Teaching Activities (B:2)
PE 7

PHYSICAL EDUCATION, GRADE 7

B. MOTOR DEVELOPMENT

OBJECTIVE 3: IMPROVE EYE-FOOT AND EYE-HAND COORDINATION

Resources

Moving and Learning pp. 208-212

TEACHING ACTIVITY:

1. Introduce frisbee or disc activities to improve eye-hand coordination skills.
2. Use information in *Moving and Learning*, pp. 208-212, to demonstrate the skills common to frisbee or disc activities: throw, flight, and catch.
3. Group students to practice the frisbee or disc throwing and catching skills. Refer to the textbook, *Moving and Learning*, for improving the eye-hand coordination.

Assessment: Observe student's ability to control the frisbee or disc by using eye-hand coordination skills.

RETEACHING ACTIVITY:

1. Pair students to practice throwing and catching the frisbee or disc with a partner.
2. Ask students to practice the straight flight while throwing the frisbee or disc.
3. After practicing and acquiring the straight flight, encourage students to practice the roll-curve flight with the frisbee or disc.
4. Ask partners to alternate the two flights when throwing the frisbee or disc.

Assessment: Each student will observe his/her partner's ability to throw, catch, and control the flight of the frisbee or disc.

EXTENSION:

1. Group the class to participate in games or large group activities using disc or frisbee activities. Example: frisbee golf, frisbee softball, or frisbee dodgeball.
2. Encourage students to improve the eye-hand coordination by using the skills acquired in disc or frisbee activities in a game situation.

Assessment: Observe student's participation and use of skills to make sure that proper throwing, catching, and flights are being used in the game situation.

PHYSICAL EDUCATION, GRADE 7

C. RHYTHMS AND DANCE

OBJECTIVE 1: PARTICIPATE IN RHYTHMIC ACTIVITIES

Resources

Moving and Learning p. 350

TEACHING ACTIVITY:

1. Introduce tinikling as a fun and exciting rhythmic activity.
2. Explain how to handle the bamboo pole to make the dance rhythm.
3. Teach students four basis tinikling dance steps. Emphasize timing and coordination during the practice session. Refer to *Moving and Learning* p. 350 for dance variations.

Assessment:

1. Observe student's participation in the pole rhythm skills by properly handling the bamboo poles.
2. Check student's ability to execute the tinikling dance steps with good timing and coordination.

RETEACHING ACTIVITY:

1. Group eight pairs of students to practice developing the dance rhythm with bamboo poles.
2. Assign four groups of dancers to practice and develop the dance steps without the poles.
3. Once the dance steps have been acquired, have the dance groups perform the dance steps with the pole rhythm pairs.

Assessment: Observe practice session to encourage active participation and skill development. Assist students as needed.

EXTENSION: Group students and have them create an original rhythmic activity using a combination of the four tinikling dance steps. Add music to enhance group performances.

Assessment:

1. Check the rhythmic activities to see that the timing correlates with pole rhythm.
2. Give credit for originality and creativity in the dance steps.

PHYSICAL EDUCATION, GRADE 7

C. RHYTHMS AND DANCE

OBJECTIVE 2: EXECUTE THE DANCE STEPS AND DANCE PATTERN TO THE COTTEN-EYED JOE

Resources

TEACHING ACTIVITIES: Demonstrate and have students perform four steps to the Cotton-Eyed Joe.

Teacher's Guide to Physical Education for Girls and Boys in High School Genevie Dexter p. 172

1. Spring, place heel out (boy's left, girl's right), bring toe across other foot, and take a quick step-close-step to boy's left. (Instead of step-close-steps, dancers may face forward and walk three steps.)

2. Repeat heel-and-toe and step-close-step to boy's right (clockwise).

3. Drop hands and each dancer turns away from the other with three two-steps (turn once around, boy to the left, girl to the right) and finish facing partner with three stomps in place.

4. Do four push-steps to boy's left, then four push-steps to boy's right.

Assessment: Appraise and discuss the progress each group has made and determine what improvement is needed to master the four dance steps to Cotton-Eyed Joe.

RETEACHING ACTIVITY: Demonstrate and have students perform a two-step pattern.

Teachers' Guide to Physical Education for Girls and Boys in High School Genevie Dexter pp. 253-254

1. Take 8 two-steps starting with the left foot for 8 measures.

2. While taking two-steps alone, join with another and complete as partners the series of 8 two-steps for 8 measures without breaking the rhythm; arms around each other's waists and free hand on hip and both facing same direction.

3. While taking two-steps as a couple, join with another couple and do 8 two-steps for 8 measures.

4. All face center of circle with hands joined and do 4 two-steps toward center and 4 two-steps for 8 measures.

5. Move toward center of circle with 1 two-step for 2 measures; take 1 two-step toward center for 1 measure; take 1 two-step backward for 1 measure; take 1 two-step toward center for 1 measure, and take 2 jumps in place for 1 measure.

Assessment: Observe individual and group performances to determine the progress that has been made in attaining the two-step patterns.

EXTENSION: Students will be original and create two steps for the Cotton-Eyed Joe. Each group will be given 20 minutes to create the steps.

Assessment: Observe student's new steps to see if:

1. Timing fits dance/music

2. Steps and pattern correlate with dance

3. Dance steps are performed smoothly

C. RHYTHMS AND DANCE

OBJECTIVE 3: CREATE AN ORIGINAL AEROBIC OR DANCE ROUTINE

Resources

TEACHING ACTIVITY:

1. Divide class into groups of four or five students.

2. Direct each group to create an aerobic routine using exercises previously learned in class.

3. Have students select record to be used for original aerobic dance routine.

Assessment: After students have worked independently for ten to fifteen minutes, ask students to answer the following questions:

- How did your group get started?
- Are you using enough dance steps?
- Are there areas in the routine where you need help?
- How did your group select the music?

RETEACHING ACTIVITY: How groups return to practice stations to develop five or six steps for the aerobic routine.

Assessment: Access the group performance by looking for originality, timing, and correct execution of the aerobic activities in the dance routine.

EXTENSION:

1. Have student groups perform their dance routines for the class.

2. Encourage each group to teach their routine to the other groups.

Assessment: Have the class evaluate each dance routine by answering the following:

- What did you like about creative dance routine?
- How can it be improved?
- What did you see unusual or different in the routine?

C. RHYTHMS AND DANCE

OBJECTIVE 4: IDENTIFY WAYS THAT RHYTHMIC ACTIVITIES ALLEVIATE STRESS

Resources

TEACHING ACTIVITY:

1. Ask students to draw a stress boat by placing stressful situations (that occur in a school day) on the boats as cargo. Students will place their boats on display to determine the weight of their stress cargo.

2. Explain to students that relaxation is important to get rid of their cargo or alleviate stress.

3. Show how students may use rhythmic activities as an opportunity to alleviate stress.

Assessment: Appraise student's work and choose some students to discuss their stressful cargo to determine what rhythmic activities can be used to alleviate this stress. Student work will be placed on wall for others to view after discussions.

RETEACHING ACTIVITY:

1. Ask students to form groups of five to role play a stressful situation they have experienced at home.

2. Groups will dramatize the situation after they determine a solution to the problem by using a physical activity to alleviate the stress.

Assessment: Assess group performances by using the following criteria.

- Originality
- Team work
- Role play
- Unusual creations
- Unique solutions

EXTENSION: The instructor will introduce a simple fun dance that may be used as a rhythmic activity to alleviate stress.

Handout: Fun Dance

Assessment: Students will write a paragraph telling the importance of rhythmic activities to alleviate stress.

THE "FUN" DANCE

1. Walk and turn left foot sideward, turn body left, cross right foot over left, left foot sideward again, touch right to left (no weight) and turn on this step to face center again.

2. Repeat to right, end the steps facing to the right. Right foot sideward and turn to right, cross left over right and face right. Release hands, step right side (away from circle) close left to right.

3. Charleston - Step forward left, touch right toe forward, step backward on right, touch left backward.

4. Repeat # 3.

5. Step forward on the left and touch right toe to the right side. Cross right in front of left, touch left toe to the left side; cross left in front of right, touch right toe to the right side. Step on the right in back of left (as body turns 1/4 to right) close left to right and rejoin hands. Your back should now be to the center of the circle.

   Repeat from beginning.

   Students will perform entire dance over.

D. GAMES AND SPORTS

OBJECTIVE 1: IMPROVE BALL-HANDLING SKILLS IN VOLLEYBALL

Resources

Handout
Volleyball

TEACHING ACTIVITY:

1. Demonstrate for students the dig as used in handling the volleyball.
2. Stress the importance of the arm position, hand position, and the foot position for better ball-handling ability. Discuss the advantages of hitting the ball on your arms rather than hands.
3. Pair students and have them practice the dig.

Assessment: Check student's use of hand, arm, and foot positions as they volley the ball into the air. Observe students' skill development as they participate in the activity.

RETEACHING ACTIVITY:

1. Demonstrate the overhead volley and the wall volley.
2. Emphasize keeping the hits high up in the air and the importance of controlling the ball as it is hit against the wall.
3. Have students practice the volley alone and with a partner.
4. Use the activities listed on the volleyball handout to organize practice sessions.

Assessment: Pair students into teams and have each team member count the number of times his/her partner consistently hits the overhead volley during a two-minute time period.

EXTENSION:

1. Introduce the single-arm hit or volley and the double-arm volley.
2. Discuss the use of this skill and how it should be used while playing the game.
3. Practice hitting the ball off the wall using both the single-arm and double-arm volley. Have students compare their ability to use the two skills while handling the ball during game participation.
4. Ask students to practice the single-arm hit and double-arm volley during game participation.

VOLLEYBALL

Activities

1. Students can practice the overhead volley against the wall. Emphasize keeping the hits high up on the wall. The forearm bump pass can also be practiced against the wall. Have the students toss the ball against the wall to start it. Students should be closer to the wall when they are first learning the skill.

2. Divide the group into partners with about five feet between them. Have one ball for each two students when practicing. (If not enough volleyballs are available, playground balls will serve the purpose.) One partner tosses the ball to the other partner, who using correct form, volleys the ball back. Stress the importance of a good toss. Switch positions.

3. Eight students form a circle with one person in the middle. The student in the middle volleys the ball to each person who then volleys it back to the center person. Drill can also be done without the person in the middle. Students keep volleying the ball across the circle. As students improve, they can call out the name of the student to whom they are hitting the ball.

4. Students start at one end of the net with partner across the net. Partners move down the length of net, volleying ball back and forth. (Stress getting underneath the ball before hitting it.)

5. In a serving drill, ten students at each end line serve back and forth across the net. Students may either take turns serving the ball, or all students may hit at the same time.

Evaluation

SKILL TESTS

1. Volley test

   A line the height of the net is drawn on wall. Another line is drawn on the floor 3 feet from the wall. The student volleys as many times as possible in 20 seconds. Two trials are given.

2. Forearm bump pass

   Same as number 1, except net height does not apply.

3. Serve test

   The student serves 10 serves, and the score is counted based on the number of good serves out of the 10 serves.

4. Written test

   Test students' knowledge of rules.

D. GAMES AND SPORTS

OBJECTIVE 2: UNDERSTANDING GAME STRATEGIES OF VOLLEYBALL ROTATION

Resources

Handout Volleyball Terminology, Rotation and skills

TEACHING ACTIVITY:

1. Use the attachment to discuss volleyball terminology. Demonstrate the three different types of volleyball rotation.

2. Use 6 players, 8 players, and 9 or more players to walk through the rotation procedures.

3. Discuss the advantages and disadvantages of each form of rotation.

Assessment: Have the students draw diagrams of the three types of rotation. Use arrows to show rotation progressions.

RETEACHING ACTIVITY:

1. Divide class into groups of six, eight, and nine. Have each group demonstrate one of rotation procedures.

2. Explain each position as students move through the rotation.

Assessment: Have students tell the position of each player as they rotate and learn this game strategy.

EXTENSION:

1. Divide students into teams and have each person serve one ball as they rotate to the serving position.

2. Monitor for student's understanding of the rotation strategy.

Assessment: Score each team on proper rotation procedures.

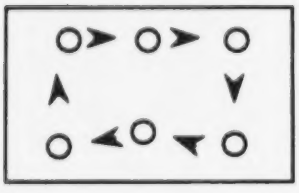
VOLLEYBALL

Terminology

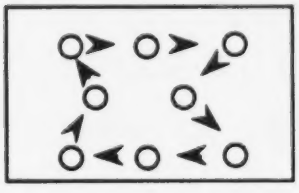
1. Block--Play by one or more players who attempt to intercept the ball over or near the net.
2. Dink--Soft hit used to place the ball over the hands of a blocker who is expecting a spike.
3. Forearm bump pass--Received below the waist of the player and hit with the forearms; hands usually interlocked in some manner. Used to pass the ball to a teammate to set or send over net.
4. Point--Score by the serving team or failure of receiving team to return the ball legally.
5. Rotation--Order of players moves toward the right back position or server's position. (See diagram below.)
6. Serve--Method of putting the ball into play from the end line and right back player.
7. Set--High pass close to the net that will enable a player to hit the ball down into the opponent's court.
8. Side out--Failure of the serving team to score; serve moves to the other team.
9. Spike--An offensive play in which the player (spiker) jumps to make contact with the ball; contact made above the height of the net and ball driven hard into the opponent's court.

Rotation

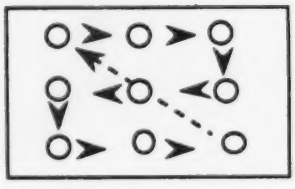
6 player



8 player



9 player



Skills

1. Overhead volley
2. Underhand serve; overhead and sidearm serve (optional)
3. Forearm bump pass
4. Spike (optional)
5. Block (optional)

Student Handout
Extension (D:2)
PE 7

D. GAMES AND SPORTS

OBJECTIVE 3: PARTICIPATE IN LIFETIME RECREATIONAL ACTIVITIES

Resources

TEACHING ACTIVITY:

1. Organize a class volleyball tournament with student leaders, players, and officials.
2. Assign teams and explain the tournament rules.
3. Empasize how volleyball can be utilized as a fun exercise and as a lifetime recreational activity.
4. Have students participate in single elimination tournament to determine class winner.

Assessment: Observe student's ability to work cooperatively in organizing the tournament. Focus on the special strengths and abilities of each student.

RETEACHING ACTIVITY:

1. Have class teams participate in a team practice tournament to analyze the teams strengths and limitations.
2. Ask each team to assign playing positions, team captain, and student coach.

Assessment: Observe teams for ability to work as a unit and check for total participation.

PHYSICAL EDUCATION, GRADE 7

E. TUMBLING AND GYMNASTICS

OBJECTIVE 1: IMPROVE ABILITY LEVEL IN STUNTS, TUMBLING, AND GYMNASTICS SKILLS

Resources

Moving and Learning pp. 253-259

TEACHING ACTIVITY:

1. Introduce individual partner and group balancing stunts to improve ability level in gymnastics skills. Refer to textbook, *Moving and Learning*, for stunt and skill criteria.

2. Review and demonstrate the following balancing stunts:
   - Hand stand - individual
   - One-leg balance - individual
   - Sitting balance - partner
   - Swan balance - partner
   - Four-man pyramid - group
   - Eight-man pyramid - group

3. Group students and have them practice the stunts and skills at assigned work stations.

Assessment:

1. Observe group practice session. Assist students and make corrections to improve ability level in stunts as needed.

2. Ask students to use the attached evaluation performance sheet to assess ability level for the listed balancing stunts.

RETEACHING ACTIVITY:

1. Ask students to work in groups of four to make a design with one other person, two, three.

2. Encourage students to work cooperatively to assist each other in this skill development activity.

3. Stress that each student should determine the stunt skill that he/she needs to improve and that he/she should put forth extra effort to improve ability level in the stunt.

Assessment: Observe student's ability to design the listed stunts. Check for improvement in individual ability levels.

EXTENSION:

1. Group 6 - 8 students to use a problem-solving approach to build pyramids.

2. Present groups the following challenges:

   - Make pyramid that is high in the middle, uniform in height, high to one side.

   - Make pyramids. One that is a straight line, one a square, one a triangle, one a circle shaped like the spokes in a wheel.

Assessment: Observe groups for maximum participation and team effort. Assess the group pyramid-building project on creativity and originality.

EVALUATION PERFORMANCE SHEET

NAMES		PERIOD:			TOTAL POINTS:
		PERFORMANCE			
	Skills	Poor	Fair	Good	Excellent
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
		1 pt	2 pts	3 pts	4 pts

Teacher Resource
Assessment
(Tumbling/Gymnastics E:1)
PE 7

E. TUMBLING AND GYMNASTICS

OBJECTIVE 2: EXECUTE INDIVIDUAL, PARTNER, AND GROUP TUMBLING AND GYMNASTICS SKILLS

Resources

Moving and Learning pp. 280-281

TEACHING ACTIVITY:

1. Demonstrate and review individual gymnastics on the vaulting horse. Refer to the textbook *Moving and Learning*, pp. 280-281, to focus on the skill execution and vaulting criteria.

2. Ask students to execute the following individual skills on the vaulting horse:
   - Squat mount
   - Wolf vault
   - Straddle vault
   - Jump dismount

3. Encourage students to use the springboard, a two-foot take-off, and spotting procedures to ensure safety during vaulting activities.

Assessment: Observe student's ability to execute the listed individual skills on the vaulting horse. Check for proper spotting procedures and execution of individual vaulting skills.

RETEACHING ACTIVITY:

1. Ask students to practice the squat mount and the jump dismount before executing more difficult vaulting skills.

2. Assign partners to spot and assist their partners during the squat mount and jump dismount.

Assessment: Observe student pairs during the practice session. Focus on the proper spotting procedures and student's ability to execute the squat mount and jump dismount.

EXTENSION:

1. Encourage students with exceptional vaulting skills to execute the hand-spring vault.

2. Ask students to attempt this advanced skill from a two-foot take-off, placing the hand on the vaulting horse with the body passing over the horse in a hand spring position.

3. Stress that this skill should be executed with the assistance of a spotter at all times.

Assessment: Observe student's ability to execute this advanced vaulting skill. Check for proper execution of the skill while being properly assisted by a spotter.

PHYSICAL EDUCATION, GRADE 7

E. TUMBLING AND GYMNASTICS

OBJECTIVE 3: DEMONSTRATE USE AND CARE OF GYMNASTIC EQUIPMENT

Resources

TEACHING ACTIVITY: The instructor will demonstrate to students how to properly care for gymnastic equipment.

Assessment:

1. Have class discussion on the student's responsibility for the use and care of gymnastic equipment.

2. List and discuss rules for activity and use of gymnastic equipment.

RETEACHING ACTIVITY:

1. Review the suggested rules for care of gymnastics equipment:
   - Remove mats from storage area, using leg muscles to lift mats.
   - Always lift mats, never drag them across the floor.
   - To ensure cleanliness, always use same side of mat.
   - Never wear street shoes when walking on mats, parallel bars, or any apparatus used for gymnastic equipment.

2. Have students list additional rules that are important for safe gymnastic activities.

Assessment: Review rules for use and care of gymnastic equipment. Observe students as they care for equipment and note their respect for rules during gymnastic activities.

PHYSICAL EDUCATION, GRADE 4

E. TUMBLING AND GYMNASTICS

OBJECTIVE 4: DEMONSTRATE SAFETY PROCEDURES WHILE USING GYMNASTIC EQUIPMENT

Resources

TEACHING ACTIVITY:

1. Give each student a copy of the safety rules that you will be using for the unit. (See attached sheet.)

   Handout: Tumbling and Gymnastic Safety Rules

2. Explain and discuss each rule.

3. At the end of the class period, let student orally explain the rules to the class.

Assessment: Have students take a written test to review safety rules that were presented to them.

RETEACHING ACTIVITY:

1. During every class session re-emphasize safety rules.

2. Observe students while they are using the gymnastics equipment.

3. Stress again the importance of following the rules at all times.

Assessment:

1. Have students take a second written test on safety procedures while using gymnastic equipment.

2. Have students list the rules and explain why they feel these rules are important.

PHYSICAL EDUCATION, GRADE 7

F. PERSONAL DEVELOPMENT

OBJECTIVE 1: DEMONSTRATE HIGH STANDARDS OF CONDUCT WHILE PARTICIPATING IN CLASS ACTIVITIES

Resources

TEACHING ACTIVITY:

1. Ask students to define "conduct." Ask students, "What conduct do you think should be used in class to demonstrate good manners?"

2. After discussing responses to the questions, have students describe ways of demonstrating good conduct.

Assessment:

1. Students will list five actions to show good conduct.

2. Have students discuss these actions with the class and tell why they are considered high standards of conduct.

RETEACHING ACTIVITY:

1. Discuss good manners and the conduct that should be displayed at school, at home, and in the community.

2. Discuss how to display acceptable conduct when dealing with other students, adults, and family members.

Assessment: Have students list the advantages/disadvantages of practicing good conduct in the school and in the community.

PHYSICAL EDUCATION, GRADE 7

F. PERSONAL DEVELOPMENT

OBJECTIVE 2: DESCRIBE HOW INDIVIDUAL DIFFERENCES AFFECT SPORTS

Resources

TEACHING ACTIVITY:

1. Define the different body types. Compare the body types and physical differences in individuals.
2. Discuss the suitable sports that may be utilized by students with different physical abilities and interests.

Assessment:

1. Have each student determine the group they would fit into because of their body type.
2. Have the students tell which sports they like, play well, or would select because of their individual differences and interests.

RETEACHING ACTIVITY: Have a panel of students discuss advantages and disadvantages of the various body types.

Assessment: Have students make a chart of the team sports and body types best suited for each.

F. PERSONAL DEVELOPMENT

OBJECTIVE 3: UNDERSTAND BENEFITS OF LIFETIME RECREATIONAL ACTIVITIES

Resources

TEACHING ACTIVITY:

1. Discuss the activities the students enjoy and the benefits of these activities.
2. Have students list sports that may be considered recreational activities.
3. Compare the individual activities and group activities in which students participate with their families.

Assessment: Have students compare the activities and discuss the benefits of the listed activities.

RETEACHING ACTIVITY:

1. Have a panel discussion to define the recreational activities in team sports.
2. Ask the panel to emphasize the benefits of the recreational activities of their choice.

Assessment: Ask students to identify the individual and team sports in which they want to participate as lifetime recreational activities and tell why.

Physical Education
GRADE 8
OBJECTIVES

THE LEARNER WILL:	ESSENTIAL ELEMENTS
A. Physical Fitness	
1. Participate in aerobic conditioning program	1,3,4
2. Determine exercises to maintain personal fitness	3A
3. Improve muscular strength and cardiovascular endurance	3A
4. Understand the importance of life-long fitness exercises	3A
B. Motor Development	
1. Improve movement and perceptual motor skills	1B
2. Demonstrate muscle control and efficiency of movement	1A
3. Perform movements to varied speeds, levels, forces, and combinations	1A,B
C. Rhythms and Dance	
1. Execute advanced folk and square dances	4
2. Create and teach aerobic or contemporary dances	1A,4
3. Participate in group, partner, and individual dance activities	1A,4
D. Games and Sports	
1. Demonstrate improved skills in team and recreational sports	1,2
2. Participate at competitive level in individual and team sports	1,2
3. Explain game rules, safety precautions, and the role of officials in sports	1,2,4
4. Name ways that team sports contribute to personal fitness	1,2,3A
E. Tumbling and Gymnastics	
1. Demonstrate complex skills in tumbling and gymnastics	1A,4
2. Perform gymnastic activities on available apparatus	1A,4
3. Perform efficiently in free-floor exercises (individual, partner, group)	1A,4

THE LEARNER WILL:	ESSENTIAL ELEMENTS
F. Personal Development	
1. Explain value of physical activities to social interaction	2,4
2. Contribute to teamwork, morale, and sportsmanship	2A,C
3. Demonstrate ability to accept and share responsibility	2,4

PHYSICAL EDUCATION, GRADE 8

A. PHYSICAL FITNESS

OBJECTIVE 1: PARTICIPATE IN AEROBIC CONDITIONING PROGRAM

Resources

TEACHING ACTIVITY:

1. Explain aerobic conditioning and stress its importance to personal fitness. Discuss five different activities to incorporate in an aerobic conditioning program: running, jogging, walking, jumping, and dancing.

   Teacher Resource attached

2. Explain and demonstrate the basic steps associated with aerobic dancing.

3. Teach students the attached aerobic exercise using the basic steps.

4. Ask the class to mirror the dance movements.

Assessment:

1. Check students' understanding of aerobic conditioning through class discussion.

2. Observe students' ability to perform the aerobic exercise along with the teacher.

RETEACHING ACTIVITY:

1. Group the students in lines or in a circle, depending on class size.

2. Have groups practice the aerobic conditioning exercise created by the teacher.

3. Have students perform the aerobic conditioning exercise as an independent class activity.

Assessment:

1. Observe the students' ability to perform the aerobic exercise.

2. Make sure that the students are exercising correctly and have the ability to exemplify endurance throughout the aerobic conditioning exercise.

EXTENSION: Have groups of students create an aerobic conditioning exercise. Stress that the original exercise must be timed to last 5-7 minutes.

Assessment: Have student groups submit a copy of the original aerobic conditioning exercise. While students are performing for the class, compare exercises to the students' instructions of the dance.

AEROBIC EXERCISE

Part 1 - With rope in right hand,

1. Run in place 8 steps, start with left foot
2. Run in small circle to the left 8 steps, start with left foot
3. Run in small circle to the right 8 steps, start with right foot
4. Repeat #1 - #3
5. Repeat #1

Part 2

Repeat Part 1, #1 - #3 using a jump rope for 8 counts

Part 3

Repeat Part 1

Part 4 - With rope in both hands,

1. Swing rope counter-clockwise, while stepping to the left for 8 steps, step with left foot, slide right foot to meet the left foot.

2. While swinging rope, step to the right for 8 steps. Step with right foot, slide left foot to meet the right foot.

Part 5

Repeat Part 1

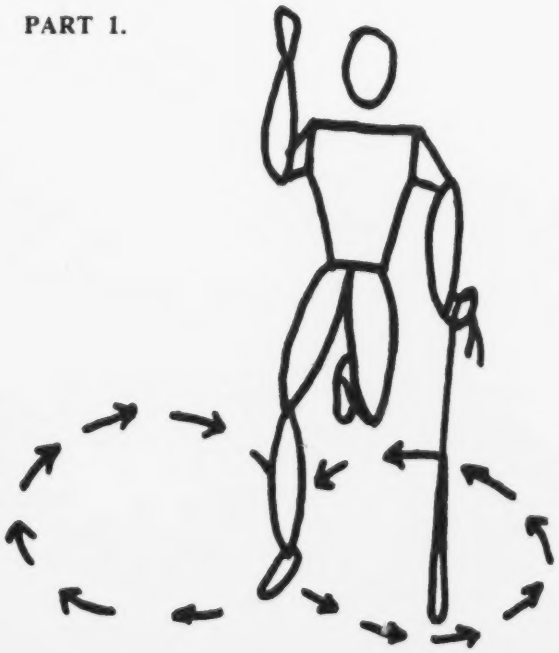
Part 6 - With hands at the sides, holding the rope,

1. Step 8 times to the left using crossing steps. Step with left foot to the left, cross over right foot in front of left foot for 7 steps. On the 8th step slide right foot to meet left foot.

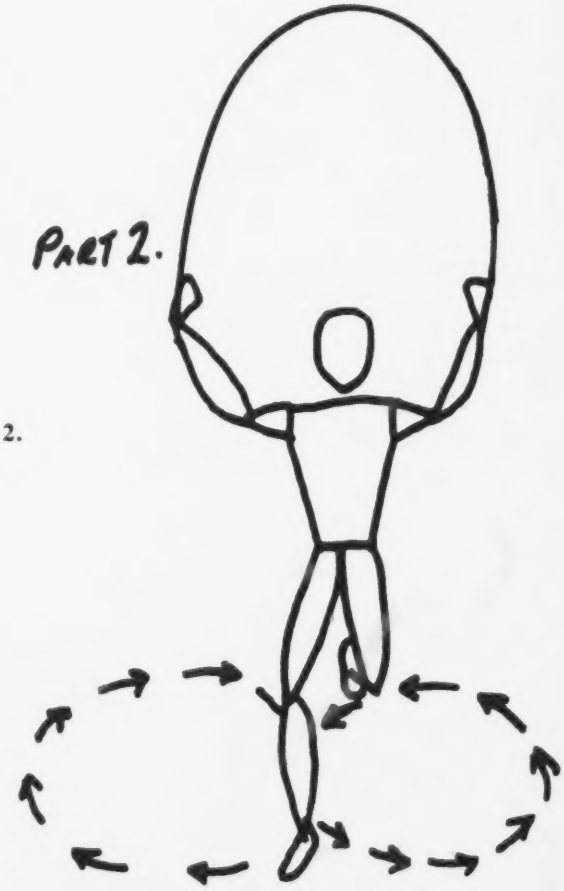
Part 7

Repeat Part 1 and Finish

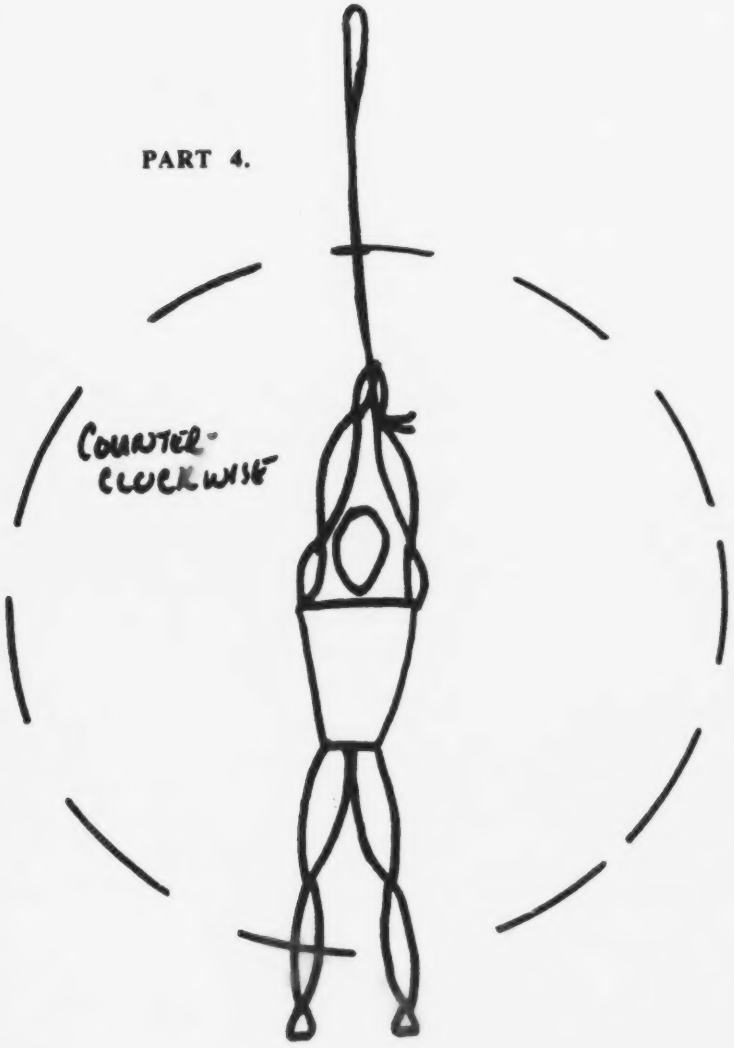
PART 1.



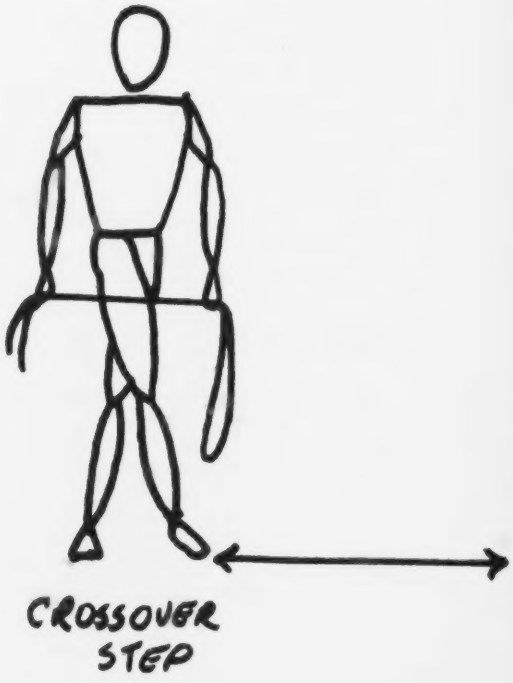
PART 2.



PART 4.



PART 6.



PHYSICAL EDUCATION, GRADE 8

A. PHYSICAL FITNESS

OBJECTIVE 2: DETERMINE EXERCISES TO MAINTAIN FITNESS

Resources

TEACHING ACTIVITY:

1. Explain the importance of maintaining fitness. Tell students to warm up muscles before participating in an exercise program.

2. Emphasize that it is necessary to cool down after exercising to maintain fitness.

3. Use list of warm-up and cool-down exercises to select class activities. Have students perform the selected exercises.

Assessment: Check students' ability to perform the warm-up and cool-down exercises correctly. Provide assistance and make corrections as needed.

RETEACHING ACTIVITY:

1. After the warm-up exercises, have students participate in exercises to maintain total fitness.

2. Demonstrate exercises to condition the entire body.
   Examples:
   - Upper body - push-ups, crab walk, rocking chair
   - Midsection - rowing, partial curl, knee touch
   - Lower body - treadmill, jumping jacks, running in place

3. After completion of class activities, have students walk around for a few minutes to cool down.

Assessment: Observe students during the body conditioning activities to make sure students are exercising correctly and safely.

PHYSICAL EDUCATION, GRADE 8

A. PHYSICAL FITNESS

OBJECTIVE 3: IMPROVE MUSCLE STRENGTH AND CARDIOVASCULAR ENDURANCE

Resources

TEACHING ACTIVITY:

1. Explain to the students they will be participating in a "light weight" exercise program. The attached program is used to improve strength and cardiovascular endurance, but not necessarily to add bulk to the body.

   Weight Bench Exercise Program

2. Each student should keep a daily chart of the amount of weight lifted and indicate how many repetitions were made in the workout.

Assessment:

1. Discuss with students how to improve their strength and cardiovascular endurance.

2. Have students explain the difference between strength and endurance.

RETEACHING ACTIVITY:

1. Use the attached handout to teach the "light weight" exercise program. Point out each exercise and give the benefit of each.

2. After demonstrating the proper usage of weights, have students lift a weight that is comfortable and can be lifted 10 times. Have student lift the same weight comfortably, then increase repetitions from 10 to 15.

Assessment:

1. Observe students to make sure weights are being used properly.

2. Make sure that the students' maximum strength level is being achieved before increasing the weight.

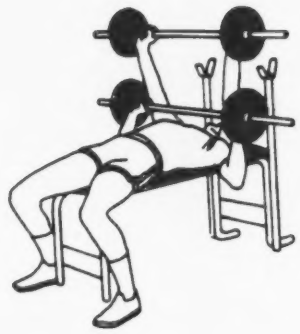
EXTENSION:

1. After three days, if 15 repetitions becomes comfortable, have students increase weight and start with 10 repetitions again until 20 repetitions can be reached.

2. Student should submit a workout progress chart at the end of the unit to show improved muscle strength.

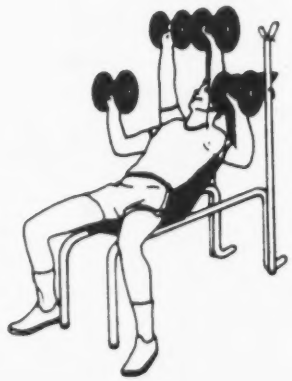
Assessment: Teacher will evaluate each student's Workout/Progress Chart to look for improved muscle strength.

"LIGHT WEIGHT" EXERCISES



1. SUPINE PRESS
Benefits: Lower and middle pectoral chest muscles. triceps and front deltoid of the shoulders.

Positon: Grasp bar with elbows out sideways for maximum pectoral benefit, or keep elbows along side of body for tricep and deltoid work. Press straight up. Inhale as you start down, exhale during the last half of press motion.



2. INCLINED PRESS
Benefits: Chest, triceps and shoulder muscles.

Position: Use highest incline position.

Press with elbows out at the sides up to overhead position. (Using dumbbells permits more stretch at the start and being able to bring the arms close together at the finish permits greater contraction of the chest muscles.) Exhale at end of press.

3. FLYING EXERCISE
Benefits: Shoulder and chest muscles.

Position: Can be performed on an inclined or flat bench.

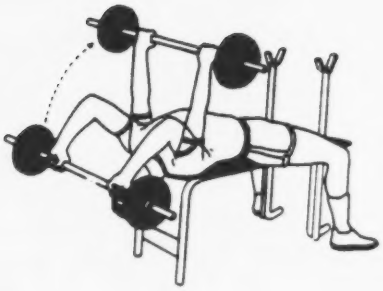
Do not attempt to use heavy weights. Start with five or ten pounds. Keep elbows slightly bent. Start with arms above the head, inhale deeply and lower both arms out sideways for maximum chest stretch, then bring them back overhead.

4. SEATED PRESS
Benefits: Shoulder and arm muscles.

Position: Seated on flat bench facing uprights.

With the bar at the chest, sit with back straight and feet along sides for stability. Use a wide grip and press up, lock elbows overhead. Inhale before lowering the weight, exhale during the last half of press.

Student Handout
Teaching Activity
PE8

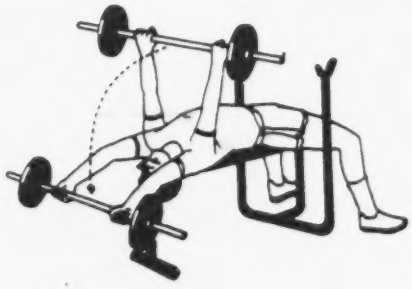


5. BENT ARM PULLOVER AND PRESS

Benefits: Upper body, triceps, deltoids, pectoral, and latissimus muscles.

Position: Supine on flat bench with head off end of bench.

Start with a light barbell overhead, lower the weight first to the chest, then down as low to the floor as you can. Pull it back up onto the chest and then press it straight overhead. Keep elbows bent as much as necessary. Exhale during last half of press.

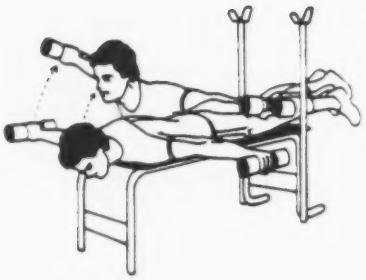


6. STRAIGHT ARM PULLOVER

Benefits: Deepens the rib cage and improves posture.

Position: Lie on flat bench with head over end of bench.

Do NOT use a heavy weight for this exercise. To start use no more than 10 pounds. With the arms overhead and lungs full of air, slowly lower the bar keeping elbows straight. Exhale as you start back.

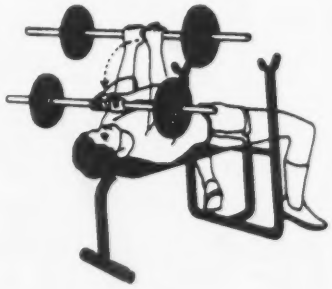


7. LATERAL ARM RAISES LYING PRONE

Benefits: Improves posture, tightens and shapes back of arms.

Position: Lying prone on bench with arms out to the sides.

Raise arms toward the ceiling as high as you can. This is a difficult exercise with a short range of motion. Use light weights and bring shoulders blades together.

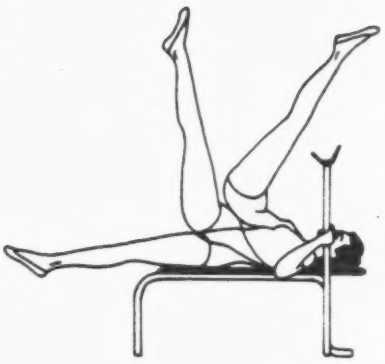


8. TRICEPS EXTENSIONS LYING DOWN

Benefits: Triceps muscles.

Position: Lie supine on bench with head at the very end.

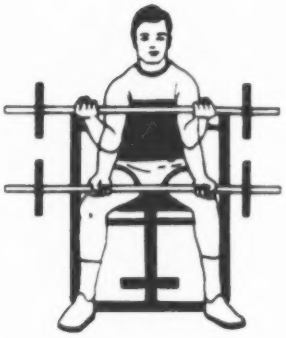
Hold bar overhead with elbows together, slowly lower the bar keeping the elbows in their same position. Do this exercise slowly. Greater contraction is achieved by extending the arms with the palms facing you than with the palms turned away.



9. STRAIGHT LEGGED RAISES
Benefits: Tones and develops the abdominal muscles, keeps the tummy flat.

Position: Lie on bench with hips near the end of the bench.

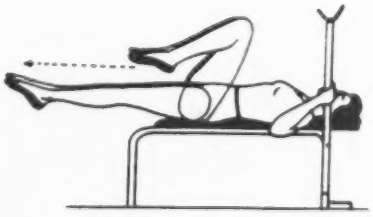
Slowly raise the legs in a wide arc from the floor to overhead. Perform slowly. Exhale during leg raise and pull stomach in.



11. BICEPS CURL ON PRAYER BENCH ATTACHMENT
Benefits: Bicep muscle of the arms.

Position: Seated at end of bench with elbows and forearms resting on pad.

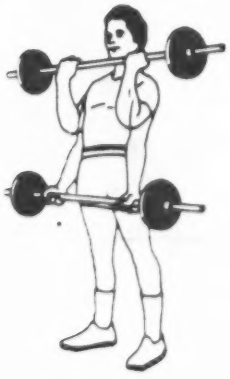
Keep elbows "fixed" to prevent body sway. Exercise should be done slowly to provide the biceps with a full work load throughout the motion. Start with straight elbows and curl weight to the shoulders.



11. ALTERNATE HORIZONTAL KICKS
Benfits: Tones and develops the abdominal muscles.

Position: Lie on bench with hips near end of bench.

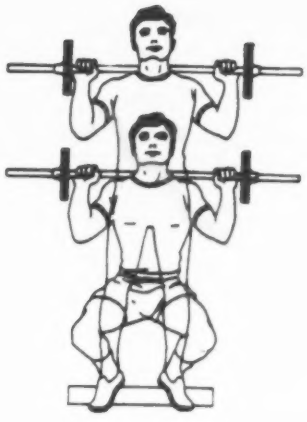
Start with legs extended straight out. Exhale and bring legs to chest. Perform high repetitions.



12. TWO ARM CURL
Benefits: Biceps muscles of the upper arm.

Position: Stand with feet apart, grasp barbell with palms up.

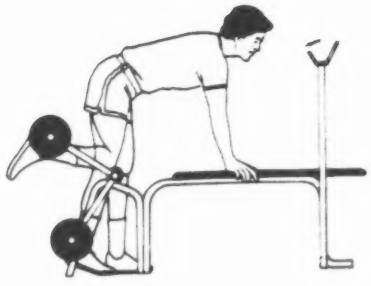
Holding barbell at waist, slowly raise bar keeping elbows close to body. Raise bar to chin height, lower, and repeat.



13. SQUATS
Benefits: Thighs, hips and buttocks.

Position: Stand with feet apart for good balance. It is beneficial to place a 2" block under heels.

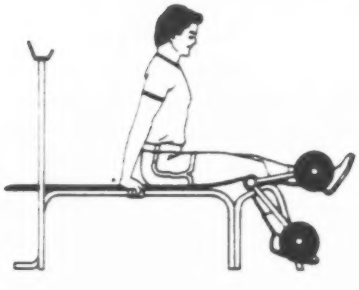
The back should be kept flat during the exercise. Look up toward the ceiling throughout the squat to help prevent rounding the back. Take a deep breath for each squat and exhale just before coming to the fully erect position.



15. LEG CURL
Benefits: Back of thigh, hamstrings

Position: (For benches with low roller bar) Stand to the side of bench facing the uprights. Place knee next to bench on top padded roller.

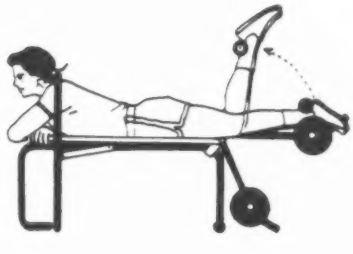
Lean forward supporting upper body on bench. Inhale and slowly curl leg up as far as possible. Return to starting position and exhale.



14. LEG EXTENSION
Benefits: Quadriceps muscles.

Position: Sit on bench with ankles tucked under bottom rollers.

Slowly lift the legs until knees are "locked out." Keep upper body in a fixed position. Exhale while raising weight stack.



15. LEG CURL
Position: (For benches with upper rollers) Lie on bench facing the uprights with heels tucked behind top rollers.

Inhale and slowly curl leg up as far as possible. Return to starting position and exhale. Try to touch roller to back of thighs.

PHYSICAL EDUCATION, GRADE 8

A. PHYSICAL FITNESS

OBJECTIVE 4: UNDERSTAND THE IMPORTANCE OF LIFE-LONG FITNESS

Resources

TEACHING ACTIVITY:

1. Use charts and clippings from magazines or newspapers to stress the importance of maintaining fitness throughout one's life.

2. Focus on personal life-styles; eating, sleeping, and fitness habits; and disorders of the students. Discuss what will happen to our bodies if we do not maintain life-long fitness.

Assessment:

1. Check to see that students understand the importance of life-long fitness through class discussion.

2. Have students relate ways they hope to maintain fitness when away from school.

RETEACHING ACTIVITY: Have students write a report on the importance of life-long fitness, emphasizing physical disorders that could occur when physical fitness is not maintained.

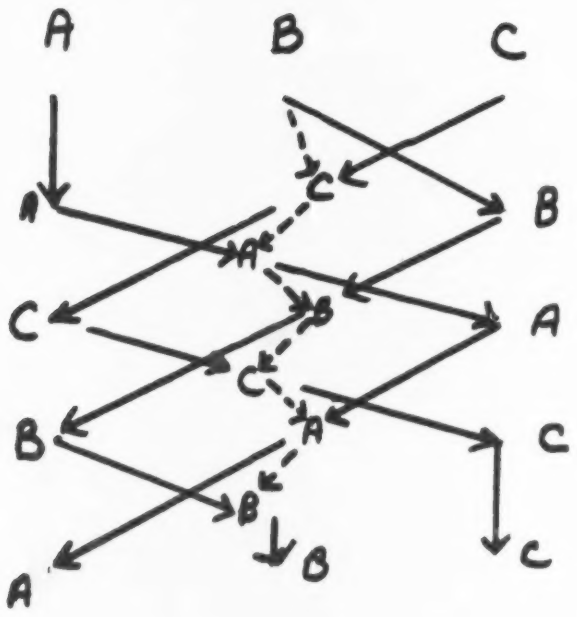
Assessment:

1. Have students read reports to the class.

2. List and discuss the different physical disorders from students' reports.

3. Collect reports after students have read them to record class activity.

3 - MAN WEAVE



_____ Movement of Students
- - - - - - - - - - - - - Passing of Ball

The student in the middle starts the weave by passing the ball to the student running at an angle in front of him.

The student not involved in the pass runs forward until the first pass is made. At this point the student cuts at an angle in front of student catching the pass.

The student that passes the ball will continue at an angle in the direction of the player to whom he passed the ball, until the next pass is made. At this point, he cuts at an angle in front of the student catching the ball.

The student that catches the ball will pass the ball to the student running at an angle in front of him/her.

Student Handout
Teaching Activity (B:2)
PE8

PHYSICAL EDUCATION, GRADE 8

B. MOTOR DEVELOPMENT

OBJECTIVE 1: IMPROVE MOVEMENT AND PERCEPTUAL MOTOR SKILLS

Resources

TEACHING ACTIVITY:

1. Explain to students the two motor skills expected to be refined in the unit: running and jumping.
2. Demonstrate the long jump.
3. Explain the motor skills involved in the long jump such as running, jumping, and good balance.
4. Have students practice the long jump while attempting to gain distance after a running start.

Assessment: Check students' ability to jump for distance after a running start. Measure three attempts and record.

RETEACHING ACTIVITY:

1. Have students practice the jumping and landing from a standing position.
2. Once balance is maintained, have students practice the long jump from a running position.
3. Tell students to focus on one continuous movement from running to landing with good balance.

Assessment: Observe students' to make sure they do not use unnecessary movements when running or jumping. The long jump is executed in one continuous movement.

EXTENSION: Have students write a skill development plan to improve the mechanics and motor skills for the long jump.

Assessment: Evaluate students' skill development plans, looking for the motor skills needing improvements. Check students' progress.

PHYSICAL EDUCATION, GRADE 8

B. MOTOR DEVELOPMENT

OBJECTIVE 2: DEMONSTRATE MUSCLE CONTROL AND EFFICIENCY MOVEMENT

Resources

TEACHING ACTIVITY:

1. Use the attached basketball drill, 3-man weave, to demonstrate a sports movement challenge. — 3-Man Weave (attached)
2. Explain to students that it is important to have good muscle control to make fluid movements or to have efficiency in movement.
3. Ask students to practice muscle control in various movement challenges.
   Example: dribbling through an obstacle course.

Assessment: Ascertain students' knowledge of movement challenges such as skipping, leaping, jumping, and throwing while changing directions.

RETEACHING ACTIVITY:

1. Have students move using a specified locomotor movement. On signal, students should change to another movement.
2. Movement challenges should be outlined to include forward, backward, sideways, or diagonal movements.
3. Stress that lack of muscle control can result in a loss of balance.

Assessment:

1. Observe students while looking for fluid movement, good balance, and muscle control.
2. Make sure students are using good muscle control and efficiency in movements.

B. MOTOR DEVELOPMENT

OBJECTIVE 3: PERFORM MOVEMENTS OF VARIED COMBINATIONS

Resources

TEACHING ACTIVITY:

1. Use cue cards to direct students to perform different movements. Refer to the attachments for examples: sit-ups, push-ups, squat thrusts, crab kicks, and curls.

2. Explain to students that they will be performing tasks which consist of various combinations of movements.

3. Point out the movement combinations in each task.

Assessment: Have students list the movement task involved in each movement combination.

RETEACHING ACTIVITY:

1. Have students assemble in a large activity area to observe the cue card suggesting a movement.

2. Perform combinations of the movement and continue the movement until the next card is raised.

Assessment: Observe students' responses to the cue cards to make sure they are performing the movements and varied combinations.

SIT-UPS & *CURLS

1.

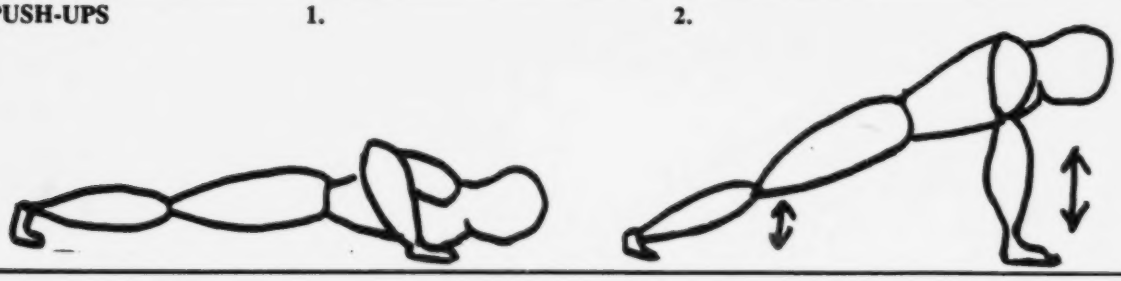
2.

*WHEN DOING CURLS COME HALF WAY TO THE KNEES

PUSH-UPS

1.

2.



SQUAT THRUSTS

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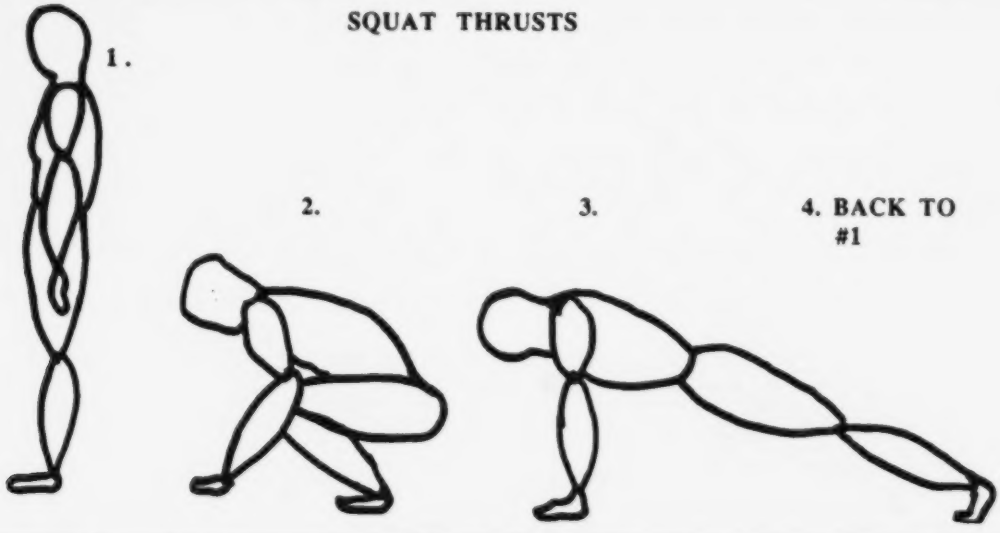

CRAB KICKS

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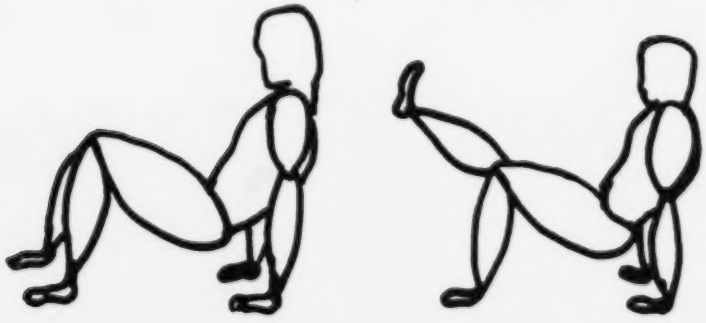
4. ALTERNATE LEG KICKS



Student Handout
Teaching Activity (B:3)
PE8

PHYSICAL EDUCATION, GRADE 8

C. RHYTHMS AND DANCE

OBJECTIVE 1: EXECUTE ADVANCED FOLK AND SQUARE DANCES

Resources

TEACHING ACTIVITY:

1. Use the attached Square Dance glossary to explain and demonstrate terminology associated with square dancing.

   Square Dance Glossary (attached)

2. Group dance sets and have students walk through the steps for the square dance, Jessie Polka Square. Refer to the attachment for dance details.

Assessment:

1. Have students discuss the terminology associated with the square dance.

   Rhythms and Dance (attached)

2. Ask students to list and demonstrate the skills used in the square dance, Jessie Polka Square.

RETEACHING ACTIVITY:

1. Group students in pairs. Have students practice the steps for the square dance, Jessie Polka Square.

2. Group couples into a quadrille. Have them practice the square dance with other couples.

3. After sufficient walk-through practices, have class do square dance to music.

Assessment: Observe students for correct execution of square dance steps. Check for smooth exchange.

EXTENSION ACTIVITY:

1. Ask students to review the attached square dance, Oh Johnny.

   Rhythms and Dance (attached)

2. Group students to practice the dance as independent class activity.

Assessment: Observe groups as they perform the square dance, Oh Johnny, with music. Check for group participation and for proper execution of the dance.

RHYTHMS AND DANCE

JESSIE POLKA SQUARE

Level: IV
Call: Singing
Figure: Arching
Record: Folkcraft: 1263; MacGregor: 657.
Skills: Arch, allemande left, star promenade, two-step, and swing.
Action:

NOW THE SIDE COUPLES ARCH, HEAD COUPLES DUCK RIGHT UNDER.
AND YOU DIP AND YOU DIVE, HOME YOU GO AND DON'T YOU BLUNDER.

Couples 2 and 4 make arches and move clockwise around the square as couples 1 and 3, moving counterclockwise, duck under the arches. Couples 1 and 3 make arches as 2 and 4 duck under. Repeat until they reach their home positions.

NOW YOU ALLEMANDE LEFT, PUT YOUR ARM AROUND YOUR PARTNER IN A STAR PROMENADE DO THE JESSIE POLKA DANCE.

All give their left hands to their corners and do the allemande left. When the boys return to their partners put a hand around her waist (girl does a half turn to face the same direction as partner). Boys form a left-hand star and walk forward, counterclockwise. (Star promenade.)

IT'S HEEL AND A TOE, YOU START THE MUSIC JUMPIN'.

Couples do the Jessie Polka: Touch left heel forward (count 1). Step left in place (count 2). Touch right toe back (count 1). Touch right beside left (count 2). Touch right heel forward (count 1). Step right in place (count 2). Touch left heel forward (count 1). Swing left foot across instep of right (count 2).

AS THE LADIES ROLL AWAY, CAN'T YOU SEE THE BUSTLES BUMPIN'.

Couples take four two-steps forward, the girls turn to the right and back to the boys behind them on the last two two-steps.

OH YOU DANCE THROUGH THE NIGHT AS THOUGH IT WERE A MINUTE.

Repeat the Jessie Polka.

YOUR HEARTS ARE REALLY IN IT. THE JESSIE POLKA DANCE.

Couples repeat the two-steps with the girls turning back on the last two two-steps.

NOW WATCH THAT CORNER MAID AND AS SHE COMES AROUND
TAKE HER IN YOUR ARMS AND SWING HER 'ROUND AND 'ROUND

As the girls roll back the third time, they swing with that boy (original corner).

THEN YOU PROMENADE HER HOME, KEEP HER FOR YOUR PARTNER.
YOU BALANCE AND YOU SWING 'TIL THE MUSIC STARTS AGAIN.

Keeping their new partners they promenade to the boy's home position and balance and then swing. The dance is repeated three times until the dancers are back to their original partners.

OH JOHNNY

Level: IV
Call: Singing
Figure: Symmetrical
Record: MacGregor: 6525, 1204; Old Timer: 8041; Folkcraft: 1037.
Skills: Circle, swing, allemande left, do-si-do, and promenade.
Action:

OH YOU ALL JOIN HANDS AND YOU CIRCLE THE RING.
STOP WHERE YOU ARE AND YOU GIVE HER A SWING.
NOW SWING THAT GIRL BEHIND YOU.
GO BACK HOME, AND SWING YOUR OWN IF YOU HAVE TIME.
ALLEMANDE LEFT WITH THE CORNER GIRL, DO-SI-DO YOUR OWN.
NOW YOU ALL PROMENADE, WITH THAT SWEET CORNER MAID.
SINGING OH JOHNNY, OH JOHNNY, OH.

The call is repeated until the dancers are back to their original partners.

Teaching Suggestions: This dance may also be done using a single circle of partners.

DANCE GLOSSARY

ADDRESS PARTNERS - Boy steps with his left foot toward the center, turns and faces his partner, then closes his right foot to his left and bows. Girl slides her right foot to the center facing her partner, then she steps back with her left foot and does a curtsy. She then moves her left foot to the right.

ALLEMANDE LEFT - Boy gives his left hand to the girl on his left (corner lady). With their left hands joined, they walk around each other and then they both return to their places.

BALANCE PARTNERS - Partners face each other and both boy and girl step to the side with the right foot and point the left foot in front. Then each partner steps back to their original place with the left foot and points the right foot in front.

BALANCE CORNERS - Same steps as done in balance partners but only done with the corners.

CHASSEY LEFT - Glide to the left.

CHASSEY RIGHT - Glide to the right.

CIRCLE EIGHT HANDS ROUND - All four couples join hands and walk around in a circle to the left.

CIRCLE SIX HANDS ROUND - Three couples join hands and walk around in a circle to the left.

CORNER - In square formation with all the couples facing the center, the corner is the person to the boy's left and the girl's right.

DOCEY-DOE - Boy and girl advance toward each other and pass right shoulders. Without turning around, the boy and girl pass back to back and return to starting places. Sometimes written as do-si-do and dos-a-dos.

DOWN THE CENTER AND BACK - In country dances where couples walk down side by side between the line of dancers for eight steps and then return with eight steps.

DOWN THE OUTSIDE AND BACK - In country dances where the boys and girls go eight steps down the outside of their set. The boys go behind the line of boys and the girls go behind the line of girls.

ELBOW SWING - Couples link elbows and do a complete turn.

FOOT COUPLE - The couple opposite to the head couple.

FORWARD AND BACK - The dancer advances three steps starting with the left foot and closing by bringing the right foot up to the left. The dancer goes back three steps starting with the right foot and on the fourth count brings the left foot back to the right.

GRAND RIGHT AND LEFT - Partners face each other and give right hands to one another. They pass right shoulders, drop hands, and continue walking with the boy moving clockwise. As the next dancer is approached the left hand is extended and this pattern continues around the circle with right hand, left hand, etc., until each dancer returns to his original position.

HEAD - The couple opposite to the foot couple. The head couple is nearest the music and they are couple number one.

HONOR YOUR PARTNER, CORNER, OR OPPOSITE - The boy bows and the girl curtsies to the dancer mentioned by the caller.

PROMENADE - Partners join right hand in right hand and left hand in left hand so that the boy's right arm is over the girl's left. They walk wherever the call indicates.

SWING YOUR PARTNER - The boy's left arm is relaxed at his side with his right arm around the girl's waist. The girl puts her right hand in the boy's left hand and puts her left hand on the boy's shoulder. The partners stand to the side so that their right hips and right feet are in line and close to each other. Using the right feet as pivots and pushing with the left feet, the partners circle about in place, moving in a clockwise direction.

C. RHYTHMS AND DANCE

OBJECTIVE 2: CREATE AND TEACH AN AEROBIC OR CONTEMPORARY DANCE TO THE CLASS

Resources

TEACHING ACTIVITY:

1. Use a video to create and tape an aerobic dance.
2. Make sure the dance includes varied movements and dance patterns.
3. Have the class view the tape before demonstrating to the class.
4. Allow ample time for students to learn and practice the aerobic dance.

Assessment: Observe student performances and ability to acquire the movement pattern in the aerobic dance.

RETEACHING ACTIVITY:

1. Have students practice the aerobic dance created by the teacher. Assist students as they practice or experience difficulty with the aerobic dance.
2. Pair students to refine patterns with a partner.

Assessment: Observe students to make sure the dance is being practiced properly.

EXTENSION:

1. Group students and ask them to create and practice their own aerobic dance to music of their choice.
2. Have groups teach their newly created aerobic dance to the class.

Assessment:

1. Have students submit a copy of their aerobic dance and demonstrate the dance for the class.
2. Compare students' aerobic dances to other groups to determine the likenesses and differences in movement patterns.

PHYSICAL EDUCATION, GRADE 8

C. RHYTHMS AND DANCE

OBJECTIVE 3: PARTICIPATE IN GROUP AND INDIVIDUAL DANCES

Resources

LESSON 1

TEACHING ACTIVITY:

1. Explain to students that they will perform the dance, Texas Star, in small groups.
2. Use students to demonstrate the steps while stressing the terminology used in square dancing.
2. Have students watch through the six patterns in the dance before practicing the dance to music.

Texas Star (attached)

Assessment:

1. Discuss the dance patterns and terminology used in the Texas Star.
2. Observe students ability to perform the dance, Texas Star, and follow the dance calls properly.

RETEACHING ACTIVITY: Have students practice the dance patterns in the Texas Star with a partner. Have partners form small groups to coordinate the Texas Star dance patterns and complete the entire dance.

Assessment: Observe students to make sure they are using the correct dance patterns to the correct time and sequence.

TEXAS STAR

The brand says this dance comes from the Lone Star State, but it's actually done all over the country, just about as it's outlined here. A good-looking exhibition figure, and one that's fun to do!

Calls:

LADIES TO THE CENTER AND BACK TO THE BAR.

All four girls take four steps to the center, clap hands on the fourth step, and then take four steps backward to place.

GENTS GO IN WITH A RIGHT HAND STAR.

All four boys walk to the center, form a right-hand star, and walk about eight steps in a clockwise direction.

RIGHT HAND OUT, LEFT HAND BACK,
MAKE YOUR FEET GO WHICKETY-WHACK.

They take their right hands out and form a left-hand star, reversing direction.

MEET YOUR PARTNER, PASS HER BY,
TAKE THE NEXT ONE ON THE FLY.

Keeping their left hand in the star, they walk past their partners, and take the next girl with their right arm around her waist. The number one boy has the number two girl, and so on. They walk approximately eight steps in a counter-clockwise direction.

GENTS SWING OUT, GIRLS SWING IN,
FORM YOUR TEXAS STAR AGAIN.

The boys keep their right arm around the girl's waist, but drop left hands. The couples now turn, with the girls walking forward and into the center, and the boys backing up to the outside. The girls form a right hand star and walk clockwise.

BREAK AND SWING THAT NEW GIRL ROUND,
AND PROMENADE AROUND THE TOWN.

All four boys swing their new partners and promenade them to the boys' home positions. The whole dance is repeated three times more. Each time the boys take new partners until, at the end, they have their original partners back.

C. RHYTHMS AND DANCE

OBJECTIVE 3: PARTICIPATE IN GROUP AND INDIVIDUAL DANCES

Resources

LESSON 2

TEACHING ACTIVITY:

1. Introduce the "waltz" dance step to the class by telling students the waltz is a series of three steps in an even rhythm to 3/4 time.

2. Demonstrate the dance step and talk through the movement sequence.
   Example: Step left forward (1). Step right to the side (2). Close left to right.

3. Count 1,2,3 as students put steps into a movement sequence. Allow ample practice time for students to learn the steps individually.

Assessment: Observe individual students to see if they are able to put the 1,2,3 steps into a movement sequence.

RETEACHING ACTIVITY:

1. Have students practice the waltz dance step individually and when ready practice with a partner.

2. Slow down the 1,2,3 count during practice session until students acquire steps.

3. As students master the dance step, the 3/4 tempo may be gradually increased.

Assessment: Observe students as they master the waltz step and perform to an even rhythm to 3/4 time.

EXTENSION:

1. Group class in sets of three to learn the "Norwegian Mountain March" that requires the waltz step.

2. Use the dance details as student handout. Allow students to work in their groups to practice the Norwegian Mountain March.

Norwegian Mountain March (attached)

Assessment: Observe groups during the practice session. Check for maximum participation and group effort.

NORWEGIAN MOUNTAIN MARCH

Level: III
Origin: Norwegian
Record: Merit Audio Visual: 1044
Formation: Sets of three, with the center person in front, the remaining two behind; each holds a handkerchief between their joined hands.
Skills: Waltz or step-hop

Action: Part I - Measures 1 to 8: Take eight step-hops (or waltz) forward beginning with the right foot. The first beat of each step is slightly accented. The lead dancer turns to the right and left, looking at the dancers behind.

Part II - Measures 9 and 10: Dancers in the rear form an arch with their inside hands. The lead dancer, continuing the stop-hop (or waltz), moves backward under the arch.

Measures 11 and 12: Dancer on the left, moving clockwise, dances across and under the lead dancer's right arm.

Measures 13 and 14: Dancer on the right turns left under the lead dancer's right arm.

Measures 15 and 16: Lead dancer turns right and under own right arm. The group should now be in its original position.

Measures 17 to 24: Repeat measures 9 to 16.

Teaching Suggestions: This dance represents a guide leading climbers up and down the mountainside and should be performed with this in mind. Most important is keeping the chain untangled and unbroken. A waltz step is preferrable in this dance, but this may be too difficult for many elementary school children.

PHYSICAL EDUCATION, GRADE 8

D. GAMES AND SPORTS

OBJECTIVE 1: DEMONSTRATE IMPROVED SKILLS IN TEAM AND RECREATIONAL SPORTS

Resources

TEACHING ACTIVITY:

1. Give a brief history of soccer and discuss the value of the sport.
2. Explain the necessity of improving soccer skills in order to enjoy the game.
3. Use the attached handout to demonstrate and review the rules of the game.

Soccer History and Rules (attached)

Assessment: Discuss with students the value of playing soccer as a recreational sport. Review game rules to check their knowledge of the game.

RETEACHING ACTIVITY:

1. Organize the class into teams to practice the kicking, running, and dribbling skills for soccer. Show the students the proper execution of the soccer skills.
2. Have students practice soccer skills to participate in recreational soccer.

Assessment: Observe students to check the proper execution of soccer skills. Monitor skill improvements by making corrections as needed.

EXTENSION:

1. Ask students to explain the rules and terminology of soccer.
2. Organize a tournament for teams to compete and improve the skills needed to play recreational soccer.

Assessment:

1. Administer a written quiz on soccer rules and terminology.
2. Discuss test questions and review students' ability to use the improved skills in a game situation.

SOCCER

The game of soccer is usually thought to be an English pastime; however, it could well be the highlight of fall activities in our schools. Of all major sports, soccer is played in more countries and probably by more people than any other sport in the world. It is a sport requiring a great deal of skill in kicking, running, and dribbling. The novelty of advancing the ball without using the hands will immediately be a challenge to students in middle school. It will be necessary to spend time developing the skills of kicking, trapping, blocking, and dribbling in simple drills and relays before putting them to use in a game situation. Then the skills can be coordinated with rules, strategy, and position play.

RULES

Start of Play

A flip of coin decides which team will kick off. Each team must stay on its own half of the field, and the defending players must be at least 10 yards from the ball until it is kicked. After a goal, the team scored upon will kick off. After halftime, the teams change ends, and the kickoff will be taken by the opposite team to that which started the game. A goal cannot be scored directly from a kickoff.

Ball In and Out of Play

The ball is out of play when it has completely crossed the goal line or touchline (sidelines). Whether on the ground, in the air, or line, the ball is in play unless the game has been stopped by the referee.

Scoring

A goal is scored when the entire ball has passed over the goal line, between the goalposts, and under the crossbar.

Offside

A player is offside if the player is nearer the oppponents' goal line than the ball at the moment the ball is played unless:

1. The player is in the player's own half of the field of play,
2. There are two opponents nearer to their goal line than the player is,
3. The ball last touched an opponent or was last played by the opponent, or
4. The player receives the ball directly from a goal kick, a corner kick, a throw-in, or when it was dropped by the referee.

Free Kicks

There are two kinds: *Direct* from which a goal can be scored directly against the offending side and *Indirect* from which a goal cannot be scored unless the ball has been touched by a player other than the kicker before entering the goal. For all free kicks, the offending team must be at least 10 yards from the ball until it is kicked.

Penalty Kick

A direct free kick and the goalkeeper must stay outside the penalty area and at least 10 yards from the ball.

Throw-in

When the ball has crossed the touchline completely, it is put back into play by a throw in from the spot where it went out and by a player from the opposite team that last touched it. A goal cannot be scored directly from a throw-in.

Goal Kick

When the ball has crossed the goal line completely after being last touched by a player from the attacking team, it is put back into play by a kick from a goal area by the defending team. The ball must clear the penalty area without help from a teammate and cannot be played by an opponent until it is out of the penalty area.

Corner Kick

When the ball has crossed the goal line completely after being last touched by a player from the defending team, it is put back into play by a player from the attacking team who kicks from the corner on the side the ball went out.

TERMINOLOGY

Kicking--Moving the ball through the air on the ground, using either foot

Trapping--Method used to get control of a ball moving on the ground by catching and holding it with the foot or lower leg

Blocking--Stopping the progress of the ball by letting it rebound from the foot or from any part of the body other than the hands or arms

Dribbling--Moving the ball forward on the ground using a series of short taps with the inside of one foot and then the other, advancing it no more than a yard or so with each tap, in such a way that the dribbler maintains control of the ball and directs it as desired

Pass--A short kick directed to a teammate or to a position slightly in front of the player

Goal--An area through which a ball must pass to score

Goalkeeper--The player who guards the goal; usually stays within the goal area and plays defensively, trying to keep the opponents from scoring; only one allowed to use hands while in the goal area

Goal Line--Boundary line at each end of the field

Touchline--Boundary line on each side of the field

Forward--Offensive player who occupies the area nearest the goal being attacked

Heading--Hitting or striking the ball with the head to block its flight in the air

SKILLS

Kicking

Kicking may be done with the instep, the toe, the inside and outside of the foot, or the heel. Students should practice kicking with either foot.

Instep Kick

During the kick, the top of the instep meets the ball as in punting a football. To take the proper position, the left foot is placed as close beside the ball as possible without touching it. The body weight is on a forward lean with the weight on the ball of the left foot. Keeping the toe down and foot extended well, the player gains power from the knee by snapping the bent leg forward. There is good follow through with the shift of weight to the non-kicking foot.

Toe Kick

The toe kick is not considered as accurate as other kicks but has use in kicking off and driving the ball for distance. The technique is similar to the instep kick except for the position of the feet. The kicking toe is kept up and the foot is at right angles with the line of the leg. The force is from the snap of the knee joint. The non-kicking foot is kept slightly back of the ball.

Inside Foot Kick

Contact is made with the inside of the foot. The kick is used for passing or goal kicking. The knee is slightly bent, and the leg is swung from the hip. It is used for short distances.

Punt

Used by the goalkeeper only, the punt can be from a stationary position or on the run. The ball is held by both hands at waist height in front of the body. In the stationary position, the kicking foot is forward. As contact is made with the ball at the instep, the knee straightens and additional power is secured from the other leg through a coordinated rising on the toes or hop.

Trapping

Trapping enables a player to stop or slow down a rolling ball or one on the fly in order to start own movement. Using the inside of the foot and giving with the ball, the player stops the motion of the ball with the inside of the foot. The knee trap can stop both a rolling and a bouncing ball. The ball is smothered with one or both knees. Usually both knees are used.

Dribbling

In dribbling, the ball is moved with a series of taps or pushes to cover ground and still retain control of the ball. The best contact point is at the inside of the big toe. Both the inside and outside of the foot can be used.

Blocking

The change of the direction of a ball on the fly is called blocking. A part of the body is stiffened so the ball will rebound in the desired direction. Blocking can be done with the instep, knee, thigh, hip, shoulder, or head.

Heading

Heading is a special kind of volleying in which the direction of flight is changed to making an impact with the head. The eyes must be kept on the ball until the moment of impact which is made at the top of the forehead at the hairline.

ACTIVITIES

Foot and Knee Trapping

1. Shuttle Turnback
2. Soccer Dodge Ball
3. Soccer Goal Kick

Dribbling

1. Shuttle Dribbling
2. Goal Kicking Drill
3. Figure Eight Dribbling
4. Passing Drill
5. Soccer Goal Kick
6. Soccer Call Ball

Blocking

1. Kicking for Distance
2. Circle Soccer
3. Soccer Dodge Ball
4. Soccer Goal Kick
5. Diagonal Soccer

Offensive and Defensive Team Play

1. Soccer Scrimmage
2. Diagonal Soccer
3. Soccer Call Ball

Kicking

1. Kicking Distance Drill
2. Two Line Kicking

Heading

1. Circle Drill Formation
2. Two Line Drill Formation

Position Play

Crab Soccer

EVALUATION

1. Trapping Skill Test

   The formation is a file plus one. The one in front of the file is the thrower. The thrower stands 15 to 20 feet in front of the file and rolls the ball on the ground to the player at the heads of the file. Five trials each for the toe trap and either the single-leg trap or the double-leg trap are given. The ball must be definitely stopped and controlled. A score of 10 points is possible, one point awarded for each successful trap. The thrower should adopt one type of throw which is to be used for all traps and all players. If the scorer judges that the roll was not a proper opportunity, the trial is taken over. Rating of scores is as follows:

   9-10 Excellent
   7-8 Good
   5-6 Satisfactory
   1-4 Needs Improvement
   0 Unsatisfactory

2. Punt for Distance

   A football or other field marked in gridiron fashion at five or ten yard intervals is needed. Each player is allowed three kicks from behind a restraining line. After the three kicks, the player's marker is left at the spot of the longest kick.

3. Dribbling Skill Test

   Three obstacles or markers are arranged in a line, four yards apart, with the first positioned four yards from the starting line. The starting line is four yards wide. A stop watch is used, and the timing is done to the nearest tenth of a second. Three trials are given each player, with the fastest trial taken as the score. On each trial, the contestant dribbles over the figure eight course and finishes by kicking or dribbling the ball over the four-yard finish line, at which time the watch is stopped. Grading scale should be set on the basis of average performance.

4. Accuracy Kick Skill Test

   The ball is placed on the ground 25 feet in front of the goal. A ball passing between the goals on the ground or passing over the area between the goals in flight would count as a score. Five trials may be given.

PHYSICAL EDUCATION, GRADE 8

D. GAMES AND SPORTS

OBJECTIVE 2: PARTICIPATE AT COMPETITIVE LEVEL IN TEAM AND INDIVIDUAL SPORTS

Resources

TEACHING ACTIVITY:

1. Explain the importance of teamwork when competing in individual and team sports.
2. Elaborate the fact that everyone is an individual but all must work together as a team to be competitive in soccer.
3. Tell students in order to be competitive, the mastery of skills is necessary.
4. Stress that each team member must perform at his/her best to have a winning soccer team.

Assessment:

1. Discuss team and individual competition with the students.
2. Ask students to tell why it is necessary for all team members to be competitive when participating in soccer.

RETEACHING ACTIVITY:

1. Organize class into teams. Have each team practice the skills necessary to be competitive in soccer. The soccer skills are kicking, trapping, dribbling, blocking, and heading the ball.
2. Encourage students to review and practice the soccer skills.

Assessment: Observe each team to make sure all students are participating at individual performance level. Check for maximum team effort.

EXTENSION:

1. Organize a soccer tournament for asigned teams to compete against the other in a single elimination contest.
2. Use student captains, scorekeepers, officials, and coaches during the tournament.

Assessment: Observe the team effort and individual performance levels during the soccer tournament.

D. GAMES AND SPORTS

OBJECTIVE 3: EXPLAIN THE IMPORTANCE OF SAFETY PRECAUTIONS IN SPORTS ACTIVITIES

Resources

TEACHING ACTIVITY:

1. Outline various hazards or accidents that may occur while participating in sports activities.
2. Give reasons why safety precautions are necessary.
3. Stress that it is important for all participants in the sports activity to perform safely, wisely, and to take all precautionary measures to ensure safety.

Assessment:

1. Have students give details of personal injuries that occurred while participating in a sports activity.
2. Ask them to tell who/what was at fault and tell what precautions could have been taken to avoid the injuries.

RETEACHING ACTIVITY:

1. Have students make a list of the accidents that have happened at school or have occurred during the physical activity.
2. Ask them to list ways the accident may have been avoided and list precautionary measures to avoid similar accidents.

Assessment: Ask students to share their list of school accidents and precautionary measures with the class.

PHYSICAL EDUCATION, GRADE 8

D. GAMES AND SPORTS

OBJECTIVE 4: NAME WAYS IN WHICH TEAM SPORTS CONTRIBUTE TO PERSONAL FITNESS

Resources

TEACHING ACTIVITY:

1. Explain to students that personal fitness not only deals with the body, but also the mind.
2. Tell how each individual of the team contributes to the team effort.
3. Discuss the emotions that a team member may experience if not included in the team plan and how it could effect them mentally as well as physically. Example: A member could leave the team and never participate in sports again. A player may become angry and frustrated with teammates, etc.

Assessment: Discuss with students the contributions that team sports make to personal fitness.

RETEACHING ACTIVITY:

1. Organize class in teams to play soccer.
2. Ask them to note their feelings if they are not passed the ball, if one player dribbles the ball more than others, and if a player does not play defensive, as well as, offensive strategies during the game.

Student Experiences

Assessment: Observe students for maximum participation and team effort.

EXTENSION: Have students write an essay on, How Team Sports Contribute to Personal Fitness.

Assessment: Ask students to read and discuss their essays with the class.

PHYSICAL EDUCATION, GRADE 8

E. TUMBLING AND GYMNASTICS

OBJECTIVE 1: DEMONSTRATE COMPLEX SKILLS IN TUMBLING AND GYMNASTICS

Resources

TEACHING ACTIVITY:

1. Before starting the unit, explain to the students the importance of safe participation during the tumbling and gymnastics activities.
2. Make sure equipment has been checked for safety, and mats are on each side of the gymnastics apparatus.
3. Use a video, student, or teacher to demonstrate the tumbling and gymnastics skill to be performed.

Assessment: Observe students' knowledge of and ability to execute complex tumbling and gymnastics skills.

RETEACHING ACTIVITY:

1. Divide students into groups to practice specific gymnastics skills.
2. Have students in the group spot the students who practice the gymnastics.

Assessment:

1. Observe students for proper execution of the gymnastics skill.
2. Make sure student spotters are assisting the participants while practicing complex tumbling and gymnastic skills.

PHYSICAL EDUCATION, GRADE 8

E. TUMBLING AND GYMNASTICS

OBJECTIVE 2: PERFORM GYMNASTIC ACTIVITIES ON AVAILABLE APPARATUS

Resources

TEACHING ACTIVITY:

1. Before introducing gymnastics activity, check each piece of apparatus to be used as a precautionary measure.

2. Explain the safety guidelines to the class. Using a video or student to demonstrate each activity to be performed on the available apparatus.

Assessment: Discuss with students the safety measures to practice with different gymnastics apparatus while performing gymnastic activities.

RETEACHING ACTIVITY:

1. Arrange available gymnastics apparatus in an activity area for practice session.

2. Introduce students to each piece of apparatus as they move throughout the activity area. This will ensure that students will have maximum opportunity to practice skills on various apparatus.

3. Each student will be given a performance card on which to record the completion of each gymnastic activity.

Assessment: Observe students performances for correct and safe practice. Review and check progress on student cards at the end of the unit.

E. TUMBLING AND GYMNASTICS

OBJECTIVE 3: PERFORM INDIVIDUAL OR GROUP FLOOR EXERCISES

Resources

TEACHING ACTIVITY:

1. Use a video for demonstration and introduce a floor exercise to the students.
2. Explain the different skills and different apparatus used in a floor exercise.
3. Inform students they will practice and perform a group floor exercise.

Assessment: Check students understanding of a floor exercise through a discussion and observation of the practice session.

RETEACHING ACTIVITY:

1. Group students to study and practice the floor exercise.
2. Encourage students to use after school practice to complete their exercise. Assist the students when it is needed.

Assessment: Observe students for proper execution of the floor exercise. Make sure they are participating and using safe practices during the practice session.

EXTENSION:

1. Have group perform the floor exercise for the class.
2. Assist with apparatus and spotting when needed.

Assessment:

1. Student should submit a detailed copy of their group floor exercise.
2. The group performances should be evaluated by the teacher.

PHYSICAL EDUCATION, GRADE 8

F. PERSONAL DEVELOPMENT

OBJECTIVE 1: EXPLAIN THE VALUE OF PHYSICAL ACTIVITIES IN SOCIAL INTERACTION

Resources

TEACHING ACTIVITY:

1. Explain to students how physical activities encourage social interaction, such as meeting new friends, exchanging ideas about activities, and assisting one another with skills.

Student Experiences

2. Tell students that they will have an opportunity to experience social interaction in recreational activity.

3. Arrange activity centers that will require two to four players to participate in physical activities. Stress that students should get to know players on team before game participation. Allow time for group introductions.

Assessment: Observe student's ability to introduce himself/herself to students as they rotate through partner and team activity centers.

RETEACHING ACTIVITY: Select a variety of recreational activities to encourage social interaction such as table tennis, badminton, bowling, and shuffle board. Allow time for students to interact with the other students in the activity center. Find out what skill each player has acquired in the sport.

Assessment: Observe students for participation and interaction with other students at each activity center.

EXTENSION:

1. Encourage students to meet a new person at each activity center.

2. Ask them to share and find out as much information about each other as possible.

Assessment: At the end of the unit, have students list the new people they met during the activity and list ways that the physical activities helped their social interaction with other students.

PHYSICAL EDUCATION, GRADE 8

F. PERSONAL DEVELOPMENT

OBJECTIVE 2: CONTRIBUTE TO TEAMWORK, TEAM MORALE, AND TEAM SPORTSMANSHIP

Resources

TEACHING ACTIVITY:

1. Explain teamwork, team morale, and team sportsmanship to students.
2. Tell students how important it is for each member to contribute teamwork, team morale, and sportsmanship.
3. Students may practice teamwork and good sportsmanship in the game of touch football.
4. Explain the rules of touch football and demonstrate the necessary skills needed to contribute to the team.

Student Experiences

Assessment: Check students understanding of teamwork, team morale, and team sportsmanship through a discussion of personal experiences with the team.

RETEACHING ACTIVITY:

1. Group students into teams to practice skills common to touch football. Example: passing, catching, and kicking.
2. Explain that skill development is important so that each team member can be competitive and add to team morale.
3. Monitor group participation and skill progression.

Assessment: Observe students to check for maximum participation in skill developmental drills.

PHYSICAL EDUCATION, GRADE 8

F. PERSONAL DEVELOPMENT

OBJECTIVE 3: DEMONSTRATE ABILITY TO ACCEPT AND SHARE RESPONSIBILITY

Resources

TEACHING ACTIVITY:

1. Tell students that in life it is necessary for mature persons to accept and share responsibility to improve relations with each other.

   Student Experiences

2. Show how accepting and sharing responsibility lead to harmony among team members.

3. Explain to students that they will be working on a group project. Each group is to develop and introduce a group project to the class.

4. Ask the groups to accomplish this task. It is important that everyone accept and share the responsibility to complete the project.

Assessment:

1. Discuss with students why they feel it is important to accept responsibility as well as sharing it with someone else.

2. Observe students for participation and the sharing responsibilities in group projects. Monitor input of each individual.

RETEACHING ACTIVITY:

1. Have each group write a report on the development of its project. Have each group list members and tell what and how responsibilities were shared.

2. Have each group discuss and share the group project with the class.

Assessment: Each group will submit its report to the teacher giving the details of the activities and responsibilities shared by each group member.

ESSENTIAL ELEMENTS IN PHYSICAL EDUCATION
GRADE 6

(1) **Physical fitness** development to improve the quality of life. The student **shall be provided** opportunities to:

- (A) **participate** in developmental activities related to muscular strength and endurance, flexibility, and cardiorespiratory endurance;
- (B) participate in developmental activities for power, agility, speed, coordination, reaction, and balance; and
- (C) benefit from physical fitness testing and appraisal.

(2) Motor skills that develop positive body image and confidence. The student shall be provided opportunities to:

- (A) continue development of a combination of fundamental movement skills using balls and other equipment;
- (B) continue development of perceptual awareness skills:
  - (i) coordination (eye-hand, eye-foot, rhythm); and
  - (ii) balance.

(3) Rhythmic activities that develop coordination, self-expression, creativity, and endurance. The student shall be provided opportunities to participate in rhythmic activities;

- (i) rhythmic activities for endurance; and
- (ii) folk dance.

(4) Skills related to games and sports. The student shall be provided opportunities to:

- (A) participate in individual, dual, and modified team sports;
- (B) develop and practice behavior reflective of good sportsmanship and safety; and
- (C) participate in contests and relays.

(5) Sequential gymnastic and tumbling skills. The student shall be provided opportunities to participate in gymnastics and tumbling.

ESSENTIAL ELEMENTS IN PHYSICAL EDUCATION
GRADES 7 AND 8

(1) Knowledge and motor skills basic to efficient movement. The student shall be provided opportunities to:

(A) safely and efficiently participate in movement skills included in sports, stunts, and other activities; and
(B) improve perceptual motor skills.

(2) Rules, knowledge, and skills basic to beginning or intermediate participation in individual, dual, and team sports. The student shall be provided opportunities to:

(A) participate with other students in individual, dual, and team sports;
(B) develop new and more complex skills needed for success in games and sports; and
(C) practice behavior reflective of good sportsmanship.

(3) Motivation and development of a high level of personal and physical fitness and the ability to maintain this level. The student shall be provided opportunities to:

(A) participate daily in vigorous activities for periods of increasing duration; and
(B) assess level of fitness.

(4) Knowledge and skills for leisure and lifetime sports activities. The student shall be provided opportunities to participate in varied physical recreational activities that could be continued throughout life.

RESOURCES, STRATEGIES, AND PLANNING

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ACKNOWLEDGMENT

The office of the Director of Curriculum would like to thank the following individuals for their efforts in the development of this section of the Fort Worth Independent School District curriculum documents:

Ann Hoover, Administrative Intern to Director of Curriculum
Judy Satterwhite, Gifted Specialist, Elementary Education

Nancy J. Timmons
Director of Curriculum

COMMUNITY RESOURCES

Resources	FT	S	Information
Adult Probation Department 200 W. Belknap Fort Worth, Texas (817) 535-6363 Contact: Lori Baldwin		✓	A presentation on probation or the criminal justice system.
Al-Anon-Alateen Information Service 1203 Lake St. Fort Worth, Texas (817) 336-2492		✓	Services provided for children of alcoholics.
American Cancer Society 2222 Montgomery St. Fort Worth, Texas (817) 737-3185 Contact: Loretta		✓	Presentations are made to meet the needs of the age group with regards to health education. Films are viewed with a question/ answer period following.
American Red Cross-Tarrant County 6640 Camp Bowie Fort Worth, Texas (817) 732-4491 Contact: Grace Palmer		✓	Classroom presentations on services of the Red Cross, first aid, and national disaster relief
Amon Carter Museum 3501 Camp Bowie (817) 738-6811 Fort Worth, Texas Contact: Anne Farmer, Art Museum Tour Coordinator	✓		Tours of Museum's permanent collections and special exhibitions conducted by trained docents. Can enhance curriculum objectives in Texas and U.S. History.
Animal Control (817) 870-7398 Contact: Guy Natalie		✓	Classroom presentation by officers regarding responsible pet ownership, bite prevention, and adoption. Puppet show and VCR tape included in presentation. Appropriate for grades K-6.
Asian Cultural Center (817) 870-1127 Contact: Mike Goldberg		✓	Classroom presentations on the history and culture of Asian society.

FT=Field Trip
S=Speaker Available

B

Resources	FT	S	Information
Big Brothers and Sisters of Tarrant County 1209 W. Freeway (817) 877-4277 Contact: Lanny Hassell		✓	This agency can provide information about their program which allows students to learn more about this organization. Also can provide information about a career in social work.
Black Art Gallery-Profiles in Pride 1000 E. Rosedale (817) 870-9709	✓	✓	Tour or classroom presentation available upon request.
Botanic Gardens 3220 Botanic Garden Drive, North Contact: Clara Wilson, Education Office (817) 870-7682	✓		Tours on various topics available.
Bureau of Engraving and Printing 6850 Blue Mound Rd. (817) 232-5833 Contact: Receptionist	✓		Tour of the federal building to view the process of printing money.

C

Resources	FT	S	Information
Casa Manana 3101 W. Lancaster (817) 332-9319 or 332-6221 Contact: Katheleen Tronsor, Dona Shriner, or Daphne Kaplan	✓	✓	Special daytime performances (10:00 a.m.) weekdays and class presentations for grades K-12. Theatre school for K-12 with scholarships available.
Cattleman's Museum 1301 W. 7th St. Fort Worth, Texas (817) 332-7064 Contact: Carol Williams, Museum/ Foundation Coordinator	✓		Historical and current day look at the cattle and ranching industries in Texas. Films and educational materials also available.
Center for Economic Education P. O. Box 5427 Denton, Texas 76203-5427 Contact: Dr. William Witter		✓	Resource persons and materials for economics education.
Child Abuse Prevention P. O. Box 5128 Arlington, Texas 76005 (817) 640-5090 Contact: Audra Bennett		✓	Class presentation on the prevention of child abuse and services available to the community.

Resources	FT	S	Information
Citran (City Transit Service) 2304 Pine St. (817) 870-6226 Contact: Bobby Dike	✓		Tour consists of visiting Citran's property. A bus is provided to transport the group to and from school.
Comprehensive Crime Prevention Program 913 Taylor St. Fort Worth, Texas (817) 870-6600 Contact: Receptionist		✓	Presentations are available on the following subjects: child safety, self protection for women, home security, and fraud prevention. Other topics may be requested.

F

Resources	FT	S	Information
Fort Worth Aviation Dept. Meacham Field Terminal Building (817) 624-1127 Contact: Jan Till	✓		Tour of the terminal building. Watch planes take off and land. Those over 12 years may visit the control tower. Special tours may be arranged for older groups who are interested in aviation related careers.
Fort Worth Boys' Club 2000 Ellis Ave. Fort Worth, Texas (817) 624-8405 Contact: Unit Director	✓	✓	A tour of the Boys' Club and explanation of the purpose and services provided.
Fort Worth-Clean City Program (817) 870-6360 Contact: Sally Barmley		✓	Program for lower elementary students with audiovisuals.
Fort Worth Chamber of Commerce 700 Throckmorton St. Fort Worth, Texas Contact: Receptionist (817) 336-2491		✓	Speakers available to describe the ways in which the Chamber attracts new businesses to the area, as well as the services provided to existing Fort Worth businesses.
Fort Worth City Hall 1000 Throckmorton Fort Worth, Texas (817) 870-7551 Contact: Olivia Rodriguez	✓	✓	Tours of City Hall and speakers on a variety of topics in city government.
Fort Worth Convention and Visitors Bureau 700 Throckmorton Fort Worth, Texas (817) 336-8791 Contact: Diane Wolf		✓	Slide show and oral presentation on history of Fort Worth and tourist attractions.

Resources	FT	S	Information
Fort Worth Employment and Training Dept. "The Working Connection" 440 So. Main Fort Worth, Texas (817) 870-8790		✓	Wide range of topics covered regarding employment and training.
Fort Worth-Fire Safety Education 1000 Throckmorton Fort Worth, Texas (817) 870-6865 Contact: Capt. Roy Knight		✓	Presentation of film and question/answer session on fire prevention and safety.
Fort Worth Girls' Club 1425 8th Ave. Fort Worth, Texas (817) 926-0226 Contact: Sally Defore		✓	Classroom presentation on services provided by organization.
Fort Worth Hispanic Chamber of Commerce 2315 N. Main Fort Worth, Texas (817) 625-5411 Contact: Receptionist		✓	Speakers available on a variety of topics related to business opportunities for Hispanics.
Fort Worth Metropolitan Black Chamber of Commerce 2914 E. Rosedale Fort Worth, Texas (817) 531-8510		✓	Speakers available on a variety of topics related to business opportunities for Blacks.
Fort Worth Municipal Court "Teen Court" 1000 Throckmorton Fort Worth, Texas (817) 870-8680	✓	✓	Available to make presentations to classes during which a video tape is shown followed by a question/answer session. Students may also serve as volunteers in Teen Court.
Fort Worth Museum of Science and History 1501 Montgomery St. Fort Worth, Texas (817)732-1631 Contact: Group Services Office	✓		One-hour guided tour of museum exhibits. Special emphasis may be placed on a variety of topics. Tours presented Tuesday through Friday at 9:30 and 11:00 a.m. Maximum: 60 students per tour.
Fort Worth Nature Center Rt. 10 Box 53 Fort Worth, Texas (817) 237-1111 Contact: Receptionist	✓		One-hour guided trail walk uses natural history items such as skulls and seeds to familiarize students with the natural world. Specialized programs available on request. Students divided into groups of 10-12. Maximum group size 80.

Resources	FT	S	Information
Fort Worth Opera Association 3505 W. Lancaster Fort Worth, Texas (817) 731-0833 Contact: Ginger Head	✓	✓	One-act opera performing troupe. Two 3-week performance periods, 1 spring, 1 fall, and one-act children's opera with question/answer time following. Also with program: make-up and set assembly demonstration.
Fort Worth Park & Rec. Dept. Historic Log Cabin Village (817) 926-5881 Contact: Receptionist	✓		Students visit the historic log homes and grist mill. Demonstrations of various pioneer crafts and the operations of a stone ground mill.
Fort Worth Police Dept. 350 W. Belknap Fort Worth, Texas (817) 877-8017 Contact: Patrol Captain's Office		✓	A wide variety of topics can be covered dealing with crime prevention and the work of the police.
Fort Worth Public Health Dept. 1800 University Dr. Fort Worth, Texas (817) 870-7213 Contact: Kathy Biernat, Education Dept.	✓	✓	A tour of the health department. Classroom presentations on a variety of health matters.
Fort Worth Star-Telegram 400 W. 7th St. Fort Worth, Texas (817) 336-9271 Contact: Receptionist, Educational Services	✓	✓	Tour includes all departments of the Star-Telegram and speakers describe the processes involved in gathering and printing the news.
Fort Worth Symphony Orchestra 4401 Trail Lake Dr. Fort Worth, Texas (817) 921-2676 Contact: Nancy Buchanan	✓	✓	A presentation including the following: History of symphony, description of types of instruments, listening to types of music, and the inner workings of an orchestra.
Fort Worth-Tarrant County Young Lawyers Association Texas Building (817) 338-4092 Contact: Receptionist		✓	Classroom presentations on law-related topics and law as a career.
Fort Worth Zoo (817) 870-7055 Contact: Zoo Education Dept.	✓		Guided tours provide students the opportunity to learn the proper care of animals and meet the people who care for the animals in a zoo.

G

Resources	FT	S	Information
Genealogy Librarian Fort Worth Public Library 300 Taylor St. Fort Worth, TX (817) 870-7740		✓	Speakers and tours to prepare students for genealogical research.
General Motors Corp. 2525 E. Abram Arlington, Texas (817) 649-6254 Contact: Office of Plant Security	✓		Tours of assembly plant are conducted at no charge Mon-Fri.
General Services Administration 819 Taylor St. Fort Worth, Texas (817) 334-2321 Contact: Marcelio Banks		✓	A general discussion on the purpose, function, and general operation of a government agency; information on how to begin a career in government service.

H

Resources	FT	S	Information
Historic Preservation Council for Tarrant County 902 S. Jennings Ave. (817) 338-0267 Contact: Marty Craddock		✓	Speakers provide information about the preservation of historical buildings in Tarrant County.

I

Resources	FT	S	Information
International Training in Communications "Toastmistress" (817) 926-2288 Contact: Crystal Ward		✓	Training in public speaking and speakers available on a variety of topics. Organized extra-curricular club for high school. For details in organizing, contact Mary Hern, 923-5382.
Inter Cultura 1810 8th Ave. Fort Worth, Texas (817) 332-4691 Contact: Nicky Holland		✓	Presentations on world cultures and their interdependence with each other.

K

Resources	FT	S	Information
Kimbell Art Museum 3333 Camp Bowie Fort Worth, Texas (817) 738-6811 Contact: Art Museum Coordinator	✓		Guided tours of the permanent collection and special traveling exhibitions are offered. A number of tours have been designed to fulfill essential elements. Slide programs on art elements, periods, world areas available. Free. Call Education Department, 332-8451
KDTN/KERA Educational Services Department 300 Harry Hines Blvd. Dallas, Texas 75201 (214)871-1390		✓	Guide for librarians and classroom teachers of educational programming to be recorded.
KTVT Channel 11 Television 4801 W. Freeway Fort Worth, Texas (817) 451-111 Contact: Penny Preston		✓	Classroom visitors to speak on directing the television news cast.
KXAS Channel 5 TV 3900 Barnett St. Fort Worth, Texas Contact: Weatherman-Channel 5	✓	✓	Tours of weather reporting facilities only.

L

Resources	FT	S	Information
League of Women Voters 101 S. Jennings Ave. Fort Worth, Texas (817) 336-1333 Contact: Linda Burgess-236-1988 for Speaker's Bureau		✓	The voting process and national, state, and local candidates are discussed by classroom speakers.

M

Resources	FT	S	Information
Modern Art Museum of Fort Worth 1309 Montgomery Fort Worth, Texas (817) 738-9215 Contact: Tour Coordinator	✓		General and special exhibition tours provided. Guided tours offer students an opportunity to view and discuss various works of modern art. Two-three weeks advance notice required. Free.

N

Resources	FT	S	Information
NAACP-National Association for the Advancement of Colored People 1063 Evans Ave. Fort Worth, Texas (817)332-8919 Contact: Receptionist		✓	Speakers available to discuss the current issues and concerns of Black Americans.
NCNB-TEXAS Marketing Department (817) 390-6161 Contact: Sami Roop		✓	Class presentations on the banking industry.
Noble Planetarium-Museum of Science and History 1501 Montgomery St. Fort Worth, Texas (817) 732-1631 Contact: Group Services	✓		Presentations allow students to explore the universe. Sophisticated multi-media equipment helps create an environment where each student's imagination is stimulated. Topics vary. Minimum cost per student.

O

Resources	FT	S	Information
Omni Theatre-Fort Worth Museum of Science and History 1501 Montgomery St. Fort Worth, Texas (817) 732-1631 Contact: Group Services	✓		Film programs on a variety of scientific and/or cultural topics. Topics vary according to available film.

P

Resources	FT	S	Information
Parenting Guidance Center 2928 W. 5th St. Fort Worth, Texas (817) 332-6348 Contact: Receptionist		✓	Topics include individual, marital, and family counseling services. Information available on effective parenting.

S

Resources	FT	S	Information
Safety Council of Fort Worth 301 Oakhurst Scenic Drive Fort Worth, Texas (817) 831-0641 Contact: Rommie Terrell or Jack Mitchell		✓	Education programs dealing with accident prevention in the home, in traffic, in the workplace, and in recreational pursuits.
Saint Joseph Hospital 1401 S. Main Fort Worth, Texas (817) 336-9371 Ext. 6815 Contact: Paula Mitchem		✓	A wide range of topics presented by individuals of Speaker's Bureau. Contact resource person for listing of topics.
Scott William Edrington Theatre 3505 W. Lancaster Fort Worth, Texas (817) 738-6509 Contact: Bill Garber	✓		Discount rates for preview of every show - $3 per student. Tour of facilities to view play set may also be arranged. Contact Mr. Garber for arrangements.
Sid Richardson Collection of Western Art Museum 309 Main Street Fort Worth, TX (817) 332-6554 Contact: Jan Brenneman	✓		Tour of museum's permanent collection includes discussion of art elements, Western artists such as Remington and Russell, and 19th and early 20th century history and civilization.
Story Patch Players 6706 Camp Bowie Fort Worth, Texas (817) 738-7549		✓	Theatrical productions for elementary students. Fee charged for services.

T

Resources	FT	S	Information
Tarrant Council on Alcoholism and Drug Abuse 617 7th Ave. Suite 305 Fort Worth, Texas (817) 332-6329 Contact: Ellen Nelson or Ramzie Gillespie		✓	Classroom presentation and video on social problems of alcohol and drug abuse.
Tarrant County Association for the Blind 912 W. Broadway Fort Worth, Texas (817) 332-3341 Contact: Wayne Pound	✓	✓	A tour of the workshop for the blind. Observe production lines and product assembly. Speakers give general overview of agency services and the disability of blindness.
Tarrant County Black Historical and Genealogical Society 1020 E. Humbolt Fort Worth, Texas (817) 332-6049 Contact: Mrs. Lenora Rolla		✓	Class presentations on Black history and genealogical methodology.

Resources	FT	S	Information
Tarrant County District Attorney 200 W. Belknap Fort Worth, Texas (817) 334-1116 Contact: Tad Howington	✓	✓	Speakers available to give overview of county government and tours of county offices and courthouse may be arranged.
Tarrant County Humane Society 1840 E. Lancaster Fort Worth, Texas (817) 332-5681 or 332-5367 Contact: Lynn Bussington		✓	Film shown about functions of the Humane Society. Question/answer session concerning abuse, neglect, and population.
Tarrant County Junior College 1500 Houston St. Fort Worth, Texas (817) 877-9212 Contact: Nila Barker		✓	Speakers available on a wide variety of topics. Contact Ms. Barker for speakers' bureau listing.
Tarrant County Juvenile Retention Center 2701 Kimbo Rd. Fort Worth, Texas (817) 834-6311 Contact: Receptionist	✓	✓	Tour of facilities for limited number of students and guest speakers available.
Teen Challenge of Fort Worth 747 Samuels Ave. Fort Worth, Texas (817) 336-8191 Contact: Receptionist		✓	A film is shown followed by a discussion and question/answer session on drug prevention.
Texas Agricultural Extension Service 200 W. Bluff St. Fort Worth, Texas (817) 334-1293 Contact: Geneva Smith		✓	A presentation discussing urban landscapes, gardening, agribusiness, plant science, etc.
Texas Christian University 3825 Hilltop Rd. Fort Worth, Texas (817) 921-7490 Contact: Charleen McGilvray	✓	✓	Tours of specific subject areas or general tour of campus may be arranged. Presentations can be made concerning choosing a college, financial aid for college, and history of TCU. Contact various departments for subject specialists.
TU Electric Service 115 W. 7th St. Fort Worth, Texas (817) 336-9411 Contact: Receptionist	✓	✓	Tour of power plant for 5th grade and up and electric service building for 9th grade up. Tours by reservation Monday-Friday. Free loan of films and programs on energy for K-12. Classroom speakers are available upon request.

Resources	FT	S	Information
Texas Employment Commission 301 W. 13th St. Fort Worth, Texas (817) 335-5111		✓	Information on choosing an occupation, making contacts in search of employment, making appointments for interviews etc.
Texas Heritage Inc. "Thistle Hill" 1509 Pennsylvania (817) 336-1212 Contact: Susan Hasker or Danelda Crouse	✓		Volunteers conduct 1/2 hour to 1 hour tours of Thistle Hill. Allows students to view the way of life of the Fort Worth Cattle barons and to participate in an architecture-scavenger hunt. Cost: $1.50per student
Texas Rangers 1250 Copeland Rd. Fort Worth, Texas (817) 273-5222 Contact: Taunee Paur		✓	Local major league baseball club maintains a speakers' bureau. Will send speakers to classrooms.

U

Resources	FT	S	Information
U. S. Air Force-Carswell A.F.B. (817) 782-7157 Contact: Sgt. Becky Robinson	✓		A drive-thru explanation of the Air Force Base, a military dog demonstration, a base fire station tour, and a tour and explanation of B-52D and KD 135 Aircraft assigned to Carswell.

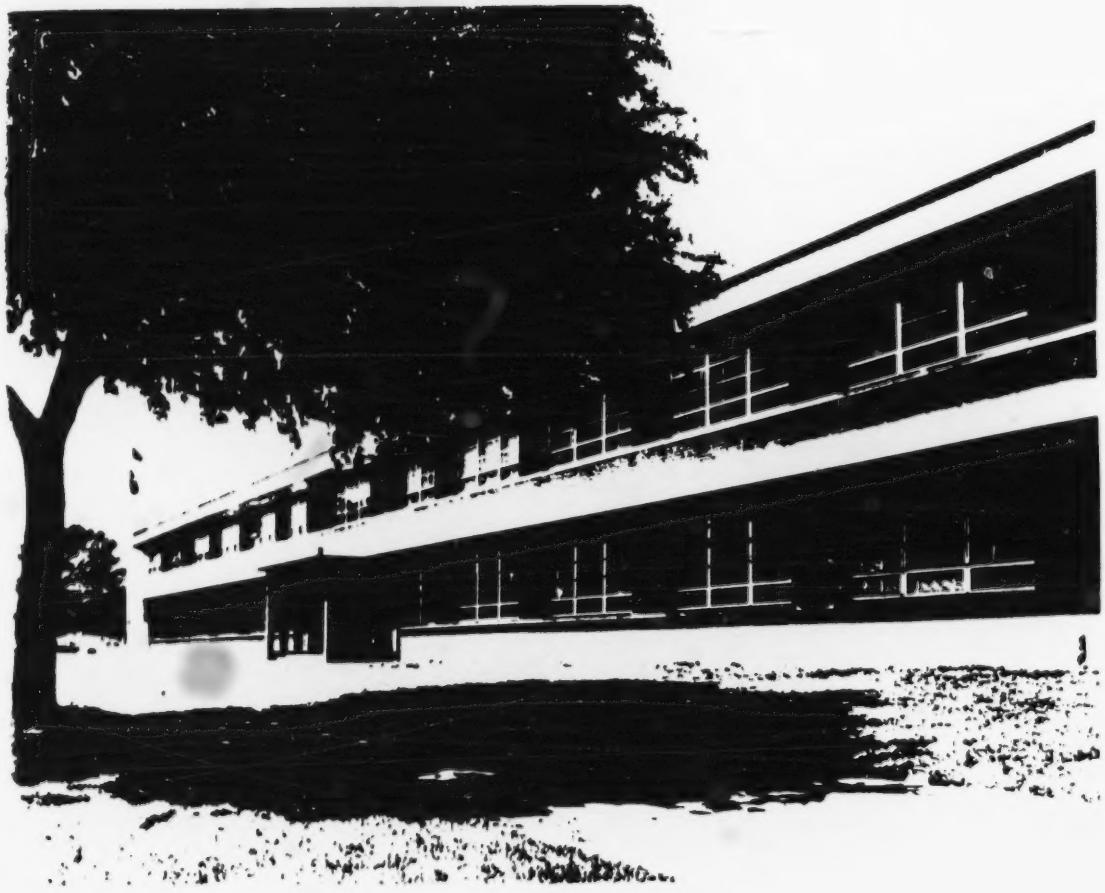
V

Resources	FT	S	Information
Vietnam Veteran's Center 1305 W. Magnolia Ave. Fort Worth, Texas (817) 921-3733 Contact: Don Waak or Hugh McKay		✓	Counselors at Vietnam Vet Center will speak to classes on their experiences in and perspectives of Vietnam.

W

Resources	FT	S	Information
Weaver and Tidwell, C.P.A.'s 1500 Sinclair Fort Worth, Texas (817) 332-7905		✓	An informal lecture/response to a question session is presented. Also, a personal financial statement slide presentation for book-keeping classes.
Women's Center of Tarrant County 1723 Hemphill Fort Worth, Texas (817) 927-4040 Contact: Mary Blasingame		✓	Classroom presentation on issues affecting women.

Fort Worth Independent School District Resources



FORT WORTH INDEPENDENT SCHOOL DISTRICT

RESOURCES

ADMINISTRATIVE STAFF

Dr. Don R. Roberts, Superintendent of Schools	878-3707
Mr. Eugene Gutierrez, Associate Superintendent, Non-Instructional Services	877-5687
Dr. Morris Holmes, Associate Superintendent, Instructional Services	878-3710
Ms. Jo Ann Houston, Assistant Superintendent, Personnel Services	878-3721
Dr. Dan Powell, Assistant Superintendent, Elementary and Secondary Education	878-3728
Dr. Midge Rach, Assistant Superintendent, Instructional Planning and Development	927-1910
Mr. Eldon Ray, Assistant Superintendent, Operations and Construction	625-9883
Mr. Joe Ross, Assistant Superintendent, Community, Employee, and Governmental Relations	878-3725
Dr. John Sawyer, Assistant Superintendent, Business and Finance	878-3705
Dr. J. D. Shipp, Assistant Superintendent, Instructional Support	878-3719

OFFICES/DEPARTMENTS

Adopt-A-School	878-3723
Art	927-0458
Athletic	335-1802
Business Transportation	534-3375
Choral and General Music	927-1768
Communications/Information Center	336-2626
Bilingual/ESL	927-0228
Curriculum	927-0845
Production/Distribution	926-2492
Elementary Schools	878-3724
High Schools	878-3734
Middle School	878-3735
Early Childhood Education	921-2823
English/Language Arts Program Director	927-1876
Foreign Language Program Director	927-0528
Gifted and Talented Program	927-0609
Health Education Program Director	921-2651
Instructional Computing Program Director	921-1774
Instrumental	926-1199
Mathematics	927-1877
Physical Education	921-2811
Professional Development	927-1900
Professional Library and Media	735-4898
Reading	927-0923
Science	927-0731
Social Studies	927-1908
Vocational and Adult Education	878-3743

PERIODICALS IN THE PROFESSIONAL LIBRARY 1989-1990

American Journal of Education

Appraisal: Science Books for Young People

Arithmetic Teacher

Bulletin of the Center for Children's Books

Classroom Computer Learning

Counselor Education and Supervision

Educational Leadership

Educational Technology

Elementary School Journal

English Journal

Equity and Excellence

Exceptional Children

Executive Educator

Five Owls

Gifted Child Quarterly

Gifted Child Today

Hornbook

Instructor

Phi Delta Kappan

Psychology Today

Reading Teacher

School Science and Mathematics

Science and Children

Science Books and Films

Science Teacher

Social Education

Social Studies

Techtrends

Journal of Counseling and Development

Journal of Learning Disabilities

Journal of Physical Education, Recreation, and Dance

Journal of Reading

Journal of School Health

Language Arts

Library Journal

Mathematics Teacher

Modern Language Journal

Oasis

Vocational Education

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SCHOOL RESOURCES

SCHOOL RESOURCES 1989-1990

Title	Name	Expertise
Principal		
Assistant Principals		
Teachers as Resources		
Special Program Coordinators		
Instructional Specialists		
Department Chairperson/ Lead Teacher		
Counselors		
Librarian		
Nurse		
Attendance Clerk		
Financial Clerk		
Head Custodian		
Food Service Manager		
PTA/PTO President		
Other		

INSTRUCTIONAL STRATEGIES

"Many instructional models have been developed for educating our youth. Instructional methods should provide opportunities for the students to organize their ideas in ways meaningful to them. We recognize that a variety of instructional methods is appropriate. Certain methods may be effective for developing skills, while another method may be more effective for higher level thought. Variety in instructional methods has been shown to be crucially important."
--Grayson H. Wheatley

Students Generally Remember:

10% of what they READ
20% of what they HEAR
30% of what they SEE
40% of what they HEAR & SEE
70% of what they SAY
90% of what they SAY as they Do

WEBBING

ANALOGIES

CRITICAL THINKING

COOPERATIVE LEARNING

GRAPHIC ORGANIZERS

CREATIVE THINKING

TEACHING STRATEGIES

for Cueing THINKING in the CLASSROOM

"Strategy 1"

Think-Pair-Share

Think-Pair-Share is a multimode discussion cycle in which students listen to a question or presentation, have time to "think" individually, talk with each other in "pairs" and finally "share" responses with the larger group. The teacher signals students to switch from "listen" to "think" to "pair" to "share" by using cues (fig. 1).

Students raise their hands only on signals, *not* directly after the question or a response. Students may write or diagram their thoughts. In this activity, teachers also give cues on options for "how" students are to think or work in pairs. For instance, teachers may cue the students to reach concensus, engage in problem solving, or assume the role of devil's advocate (fig. 2).

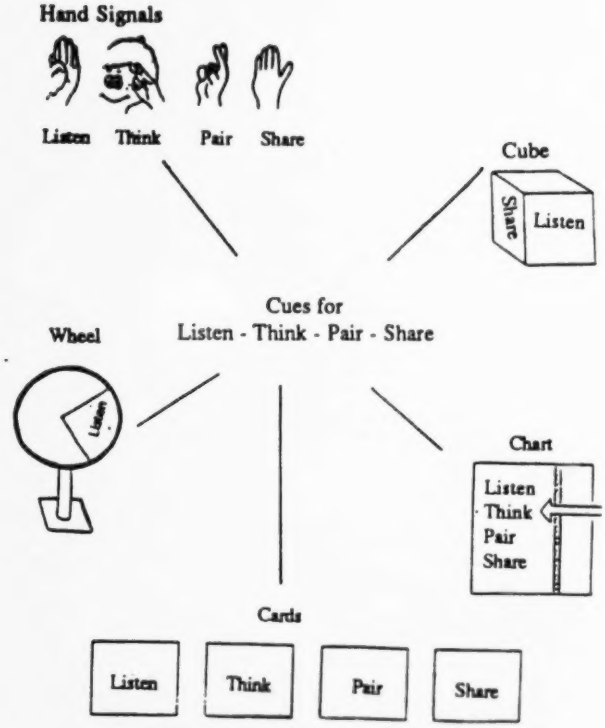

Fig. 1. Cues for Think-Pair-Share

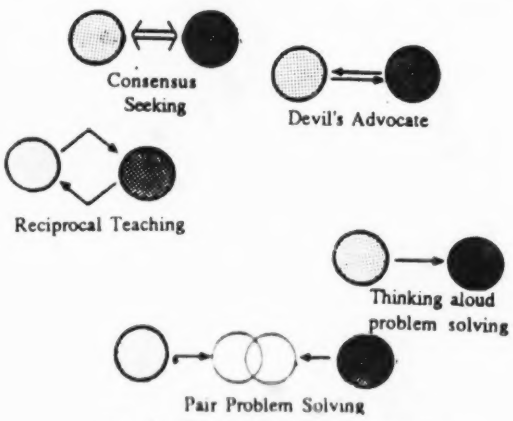

Fig. 2. Think-Pair-Share Structures

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"Strategy 2"

Reading Reference Bookmark

While you read--
Tell
yourself what the author says.
Ask
yourself if what you are reading makes sense.
Picture
what the author describes.
Identify
the main ideas.
Predict
what will come next.

If you don't understand--
Identify
the problem.
Remind
yourself of what you want to find out.
Look Back.
Look Ahead.
Slow Down.
Ask
for help.

After you read--
Retell
what you read in your own words.
Summarize
the most important ideas.
Ask
yourself questions and answer them.
Picture
in your mind what the author described.
Decide
what was especially interesting or enjoyable.

Ready Reading Reference

If one analyzes the differences between good and poor readers, the importance of the strategic behaviors that good readers spontaneously employ before, during, and after their reading would be obvious.

The Ready Reading Reference bookmark was developed to summarize knowledge about "good reader" strategies. The bookmark serves as a tangible instructional tool and a concrete cue for students during independent reading.

These instructional tools can easily be made for classroom use and adapted to the appropriate grade.

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"Strategy 3"

Questioning/Discussion Strategies Bookmark

Teachers can integrate effective questioning and discussion strategies into their daily repertoires by referring to a "cueing" bookmark which features question starters on one side and discussion strategies on the other. *During classroom discussion, the bookmark reminds teachers to use these promising strategies .*

Front

Questioning for Quality Thinking

Acknowledge—Identification and recall of information
who, what, when, where, how_____?
Describe _____

Comprehension—Organization and selection of facts and ideas
Tell_____in your own words.
What is the main idea of _____?

Application—Use of facts, rules, principles
Now is _____an example of _____?
Now is _____related to _____?
Why is _____significant?

Analysis—Separation of a whole into component parts
What are the parts or features of _____?
Classify _____according to _____.
Outline/diagram/web_____.
How does ___ compare/contrast with _____?
What evidence can you list for _____?

Synthesis—Combination of ideas to form a whole
What would you predict/infer from _____?
What ideas can you add to _____?
How would you create/design a new _____?
What might happen if you combined _____ with _____?
What solutions would you suggest for _____?

Evaluation—Development of opinions, judgments, or decisions
Do you agree _____?
What do you think about _____?
What is the most important _____?
Prioritize _____.
How would you decide about _____?
What criteria would you use to assess _____?

Back

Strategies to Extend Student Thinking

- **Remember "wait time I and II"**
  Provides at least three seconds of thinking time after a question and after a response
- **Utilize "think-pair-share"**
  Allow individual thinking time, discussion with a partner, and then open up the class discussion
- **Ask "follow-ups"**
  Why? Do you agree? Can you elaborate? Tell me more. Can you give an example?
- **Withold judgment**
  Respond to student answers in a non-evaluative fashion
- **Ask for summary (to promote active listening)**
  "Could you please summarize John's point?"
- **Survey the class**
  "How many people agree with the author's point of view?" ("thumbs up, thumbs down")
- **Allow for student calling**
  "Richard, will you please call on someone else to respond?"
- **Play devil's advocate**
  Require students to defend their reasoning against different points of view
- **Ask students to "unpack their thinking"**
  "Describe how you arrived at your answer." ("think aloud")
- **Call on students randomly**
  Not just those with raised hands
- **Student questioning**
  Let the students develop their own questions
- **Cue student responses**
  "There is not a single correct answer for this question. I want you to consider alternatives."

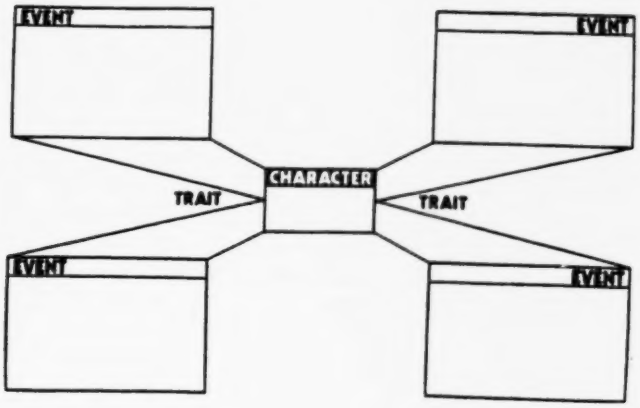
Cueing Bookmark

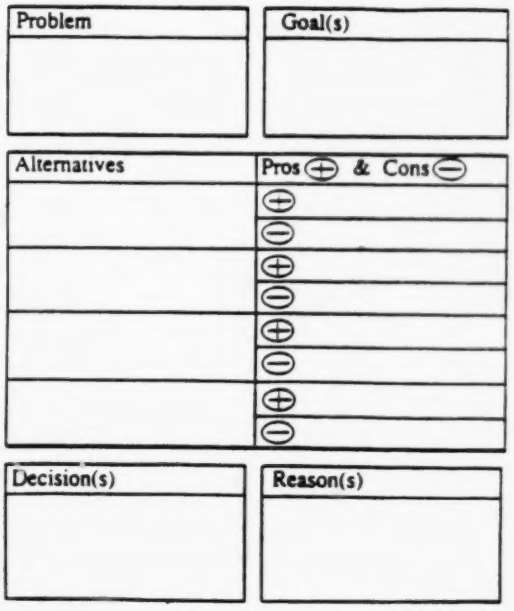
Source: Language and Learning Improvement Branch, Division of Instruction, Maryland State Department of Education, Mc Tighe, 1985. Reprinted with permission.

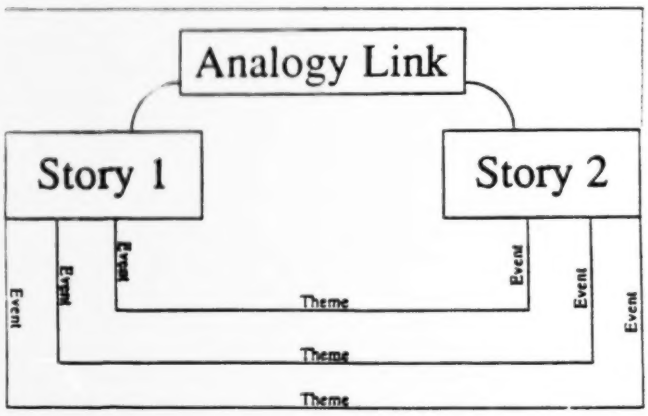
"Strategy 4"

Cognitive Mapping

Cognitive maps are effective tools for helping students improve their organizational abilities. These provide a visual, holistic representation of facts and concepts and their relationships within an organizational framework. They help students to 1) represent abstract or implicit information in more concrete form 2) depict the relationships among facts and concepts 3) generate and elaborate ideas; 4) relate new information to prior knowledge and 5) store and retrieve information. These cognitive maps become blueprints for oral discourse and written composition.







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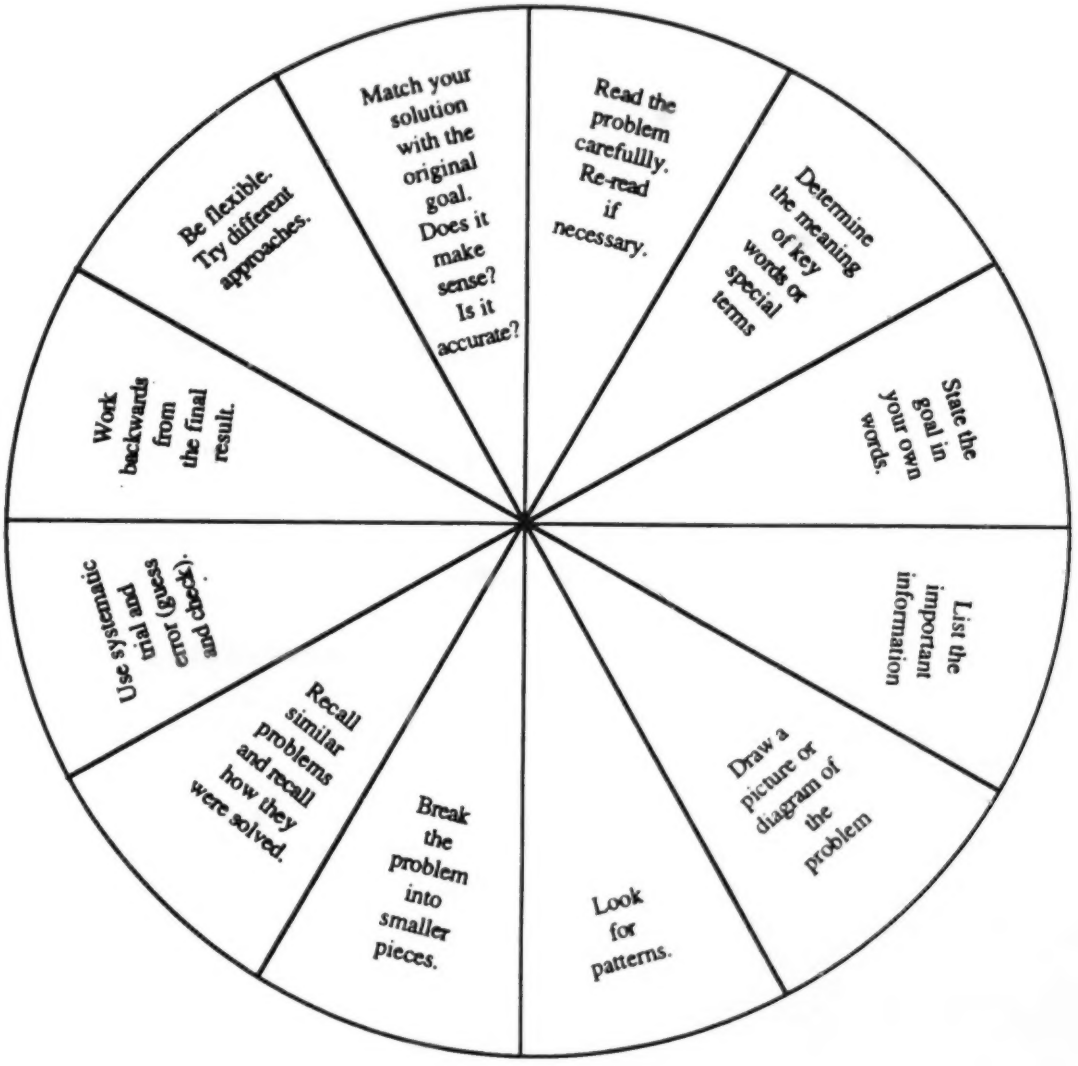
"Strategy 5"

Problem-Solving Strategies Wheel

Teachers who wish to improve student problem solving can spend classroom time examining the solution "process" along with the final answer, model their own strategic reasoning by "thinking aloud," and provide explicit instruction in problem-solving heuristics, using a *Problem Solving Strategies Wheel*. Teachers should project the wheel on a transparency or draw a wheel on a large piece of posterboard, thereby making it an instructional tool that reminds teachers and students of the strategies of the experts.


Read the problem carefullly. Re-read if necessary.
Determine the meaning of key words or special terms
State the goal in your own words.
List the important information
Draw a picture or diagram of the problem
Look for patterns.
Break the problem into smaller pieces.
Recall similar problems and recall how they were solved.
Use systematic trial and error (guess and check).
Work backwards from the final result.
Be flexible. Try different approaches.
Match your solution with the original goal. Does it make sense? Is it accurate?

Transparency

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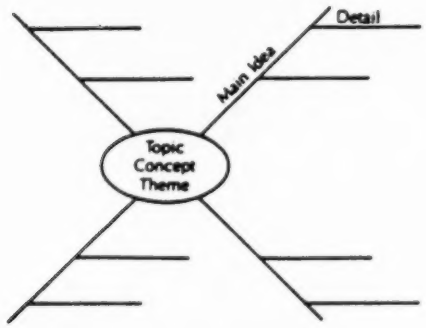
GRAPHIC ORGANIZERS

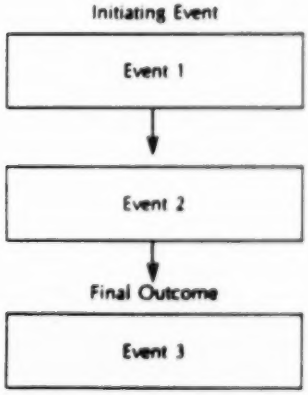
Graphic representations are visual illustrations of verbal statements. Frames are sets of questions or categories that are fundamental to understanding a given topic. Here are shown nine "generic" graphic forms with their corresponding frames. Also given are examples of topics that could be represented by each graphic form. These graphics show at a glance the key parts of the whole and their relations, helping the learner to comprehend text and solve problems.

Spider Map



Used to describe a central idea: a thing (a geographic region), process (meiosis), concept (altruism), or proposition with support (experimental drugs should be available to AIDS victims). Key frame questions: What is the central idea? What are its attributes? What are its functions?

Series of Events Chain



Used to describe the stages of something (the life cycle of a primate); the steps in a linear procedure (how to neutralize an acid); a sequence of events (how feudalism led to the formation of nation states); or the goals, actions, and outcomes of a historical figure or character in a novel (the rise and fall of Napoleon). Key frame questions: What is the object, procedure, or initiating event? What are the stages or steps? How do they lead to one another? What is the final outcome?

Continuum/Scale

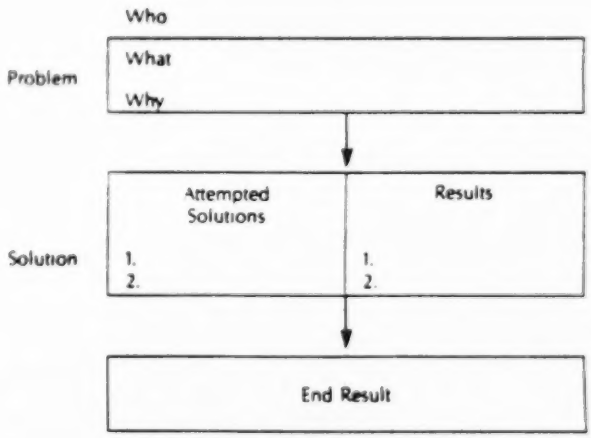
Used for time lines showing historical events or ages (grade levels in school), degrees of something (weight), shades of meaning (Likert scales), or ratings scales (achievement in school). Key frame questions: What is being scaled? What are the end points?

Compare/Contrast Matrix

	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

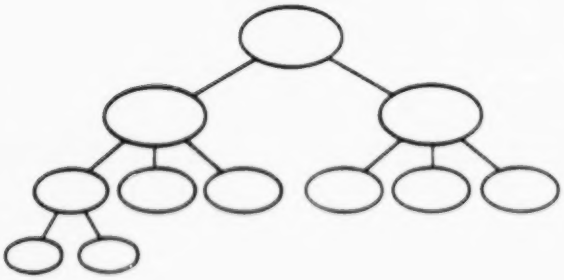
Used to show similarities and differences between two things (people, places, events, ideas, etc.). Key frame questions: What things are being compared? How are they similar? How are they different?

Problem/Solution Outline



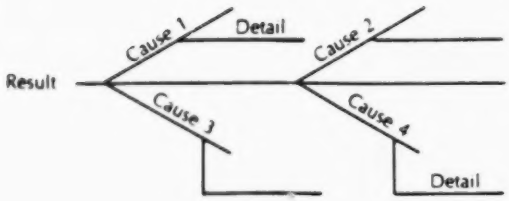
Used to represent a problem, attempted solutions, and results (the national debt). Key frame questions: What was the problem? Who had the problem? Why was it a problem? What attempts were made to solve the problem? Did those attempts succeed?

Network Tree



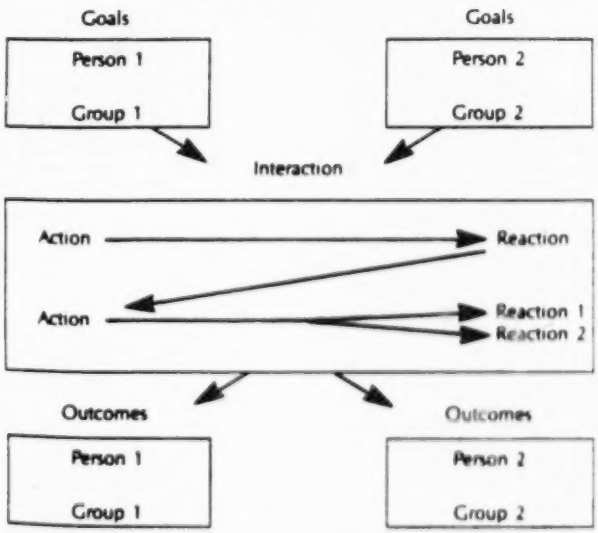
Used to show causal information (causes of poverty), a hierarchy (types of insects), or branching procedures (the circulatory system). Key frame questions: What is the superordinate category? What are the subordinate categories? How are they related? How many levels are there?

Fishbone Map



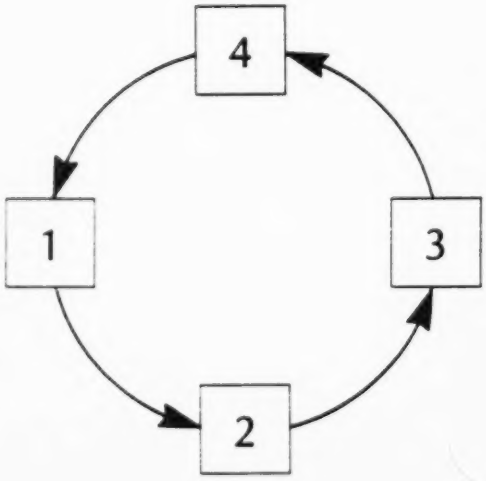
Used to show the causal interaction of a complex event (an election, a nuclear explosion) or complex phenomenon (juvenile delinquency, learning disabilities). Key frame questions: What are the factors that cause X? How do they interrelate? Are the factors that cause X the same as those that cause X to persist?

Human Interaction Outline



Used to show the nature of an interaction between persons or groups (European settlers and American Indians). Key frame questions: Who are the persons or groups? What were their goals? Did they conflict or cooperate? What was the outcome for each person or group?

Cycle



Used to show how a series of events interact to produce a set of results again and again (weather phenomena, cycles of achievement and failure, the life cycle). Key frame questions: What are the critical events in the cycle? How are they related? In what ways are they self-reinforcing?

b

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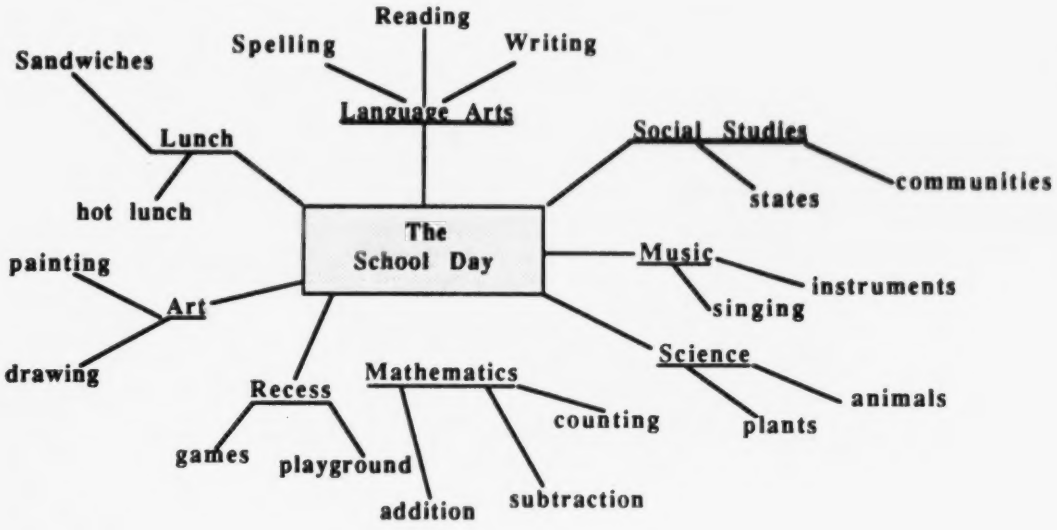
WEBBING

WEBBING is a method of brainstorming or generating ideas on a given topic in which connections among related ideas are shown. By doing a webbing activity, a teacher can determine what the class knows about a certain subject.

PROCESS STEPS:

1. **Choose a major topic.**
2. **Divide the topic into subtopics.**
3. **Show connections between related ideas.**



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DECISION MAKING

DECISION MAKING is a process leading to the selection of one of several options after consideration of facts, ideas, possible alternatives, probable consequences, and personal values.

PROCESS STEPS:

1. **Identify the problem.**
2. **Think of alternative solutions.**
3. **Establish criteria for weighing each alternative.**
4. **Weigh the alternatives on the basis of the criteria.**
5. **Choose the alternative which is rated best.**
6. **Give reasons for your choice.**

CRITERIA

SOLUTIONS	Easy to make and take	Good for you	Tastes good
Popcorn			
Cup cakes			
Apples			

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TASK ANALYSIS

TASK ANALYSIS is a system for breaking down a task into fundamental skills and subskills. The first step is to define the final performance goal and then to list the skills necessary to attain that goal. This skill is fundamental in problem-solving activities.

PROCESS STEPS:

1. **Define the final performance goal.**
2. **List the steps and skills necessary to reach that goal.**
3. **Follow the steps to determine if they produce the goal.**

BRAINSTORMING

The Goal of Brainstorming is to:

1. **PRODUCE MANY RESPONSES**
2. **ACCEPT ALL RESPONSES**
3. **WITHHOLD PRAISE OR JUDGMENT OF ANY SINGLE RESPONSE GIVEN**
4. **PROVIDE AN ACCEPTING ATMOSPHERE**
5. **HITCHHIKE ON EACH OTHER'S IDEAS**
6. **AIM FOR QUANTITY—NOT ALL RESPONSES WILL BE OF HIGH QUALITY**

GENERALIZATION

A GENERALIZATION is a rule, principle, or formula that governs or explains a number of related situations.

PROCESS STEPS:

1. **Collect, organize, and examine the material.**
2. **Identify the common characteristics.**
3. **Make and state a generalization based on the common characteristics.**
4. **Find other instances in which the generalization is true.**
5. **Try to transfer the generalization to other situations or uses.**

ANALOGY

An **ANALOGY** is a comparison which points out similarities between two things that might be different in all other respects or circumstances.
Example: Shoe is to foot as mitten is to (hand).
Nose is to smell as ear is to (hear).

PROCESS STEPS:

1. **Select items that are to be compared.**
2. **Identify the common clues in the items.**
3. **Determine how the first two items are related.**
4. **Complete the analogy by choosing the item that relates to the third item in the same way.**

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CREATIVE THINKING STRATEGIES

FLUENCY

FLUENCY is the ability to produce common responses to a given situation. The emphasis is on quantity rather than on quality. The intent is to build a large store of information or material for further, selective use.

PROCESS STEPS:

1. **Define the situation and determine the category.**
2. **Ask the students for many responses.**
3. **Follow brainstorming rules.**
4. **List all ideas given.**

FLEXIBILITY

FLEXIBILITY is the ability to respond in a variety of categories, to group responses into new uses for familiar objects or situations. Flexibility requires thinking beyond the usual and obvious to the new and original. In the story of the OX-CART MAN, who would expect the farmer to sell his boxes, his ox-cart, his ox, and the ox's yoke and harness, walk home, and begin over again? As with flexibility, the best responses require time to develop. Students need time to incubate the best ideas.

PROCESS STEPS:

1. **Identify the information to be used.**
2. **Examine the items to be used.**
3. **Identify many categories for the material.**
4. **Respond with new and creative categories or uses.**

ORIGINALITY

ORIGINALITY is the ability to generate novel, nontraditional, or unexpected ideas and to interpret these ideas in clever, unique products.

PROCESS STEPS:

1. **Determine and define the situation.**
2. **Ask for original, unique ideas.**
3. **Provide products for sharing the original idea.**

ELABORATION

ELABORATION is the process of adding details to an existing product. Introduce the story by discussing stories of fairies, princesses, knights, kings, and dragons. Help the students elaborate on the basic design of a dinosaur to create a dragon.

PROCESS STEPS:

1. **Examine the basic idea or object to be changed or improved by elaboration.**
2. **Define the basic idea.**
3. **Decide how to add to or expand on the basic idea to make it more interesting or complete.**
4. **Add details to develop a more interesting or useful idea.**

DISCOVERY

DISCOVERY is a method of teaching the processes of science or problem solving in which the teacher silently conducts the demonstration and the students attempt to determine why what is shown occurs.

PROCESS STEPS:

1. **Silently show the demonstration after telling the group to watch carefully and challenging them to try to determine why what they see occurs.**

2. **Collect observations on the chalkboard.**

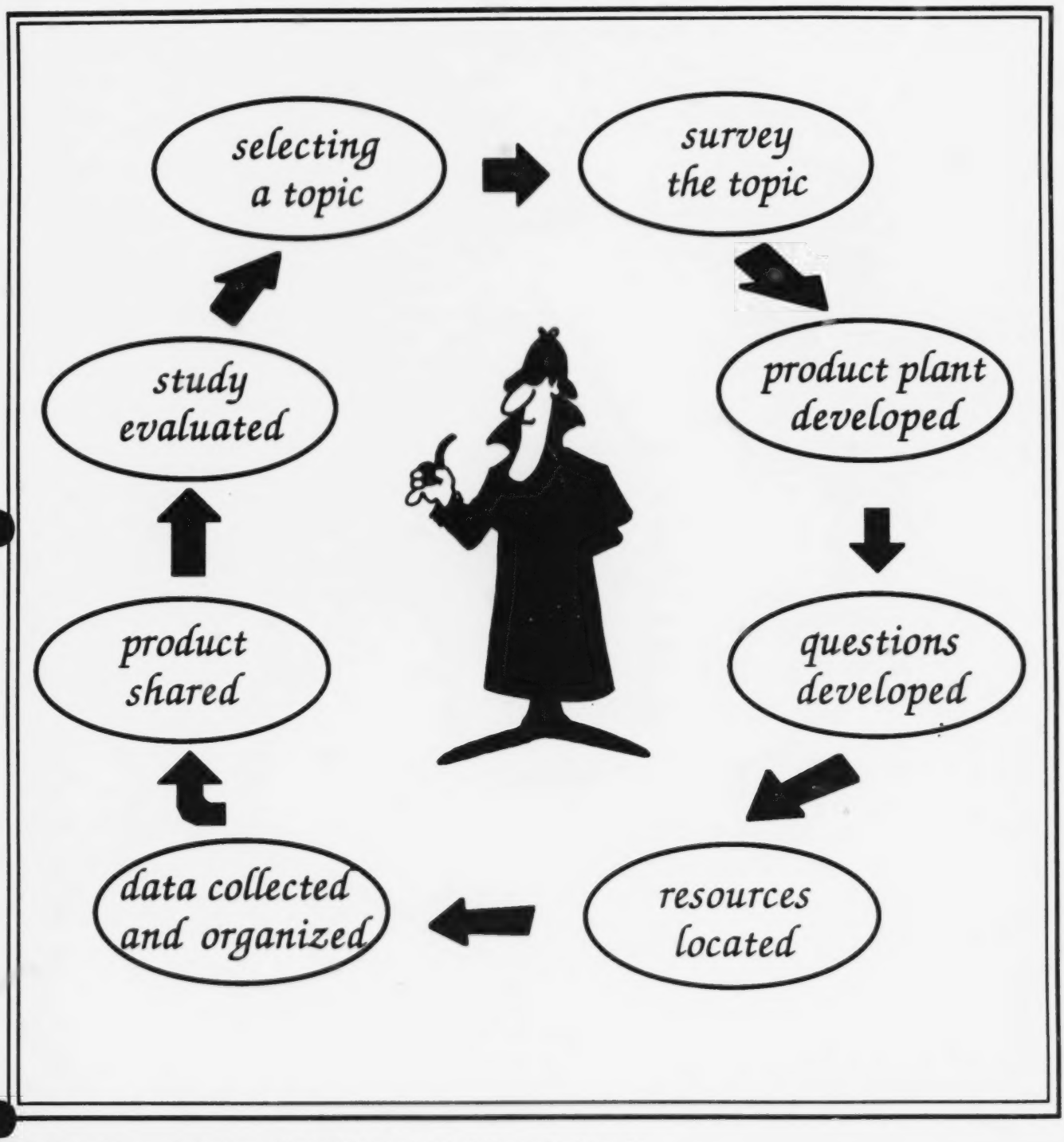
3. **Have the class ask questions that can be answered by yes or no in order to obtain information to supplement their observations.**

4. **Ask if there are any operational questions that could be investigated or other demonstrations that need to be done in order to supply more information. Allow time to investigate or to perform the desired demonstrations.**

5. **Collect on the chalkboard those points or factors that the class deems important to the problem solution.**

6. **Call for a solution, or multiple solutions, to the problem. Children should not only present their solutions but also present supporting evidence from the problem-solving session.**

THE INDEPENDENT STUDY MODEL



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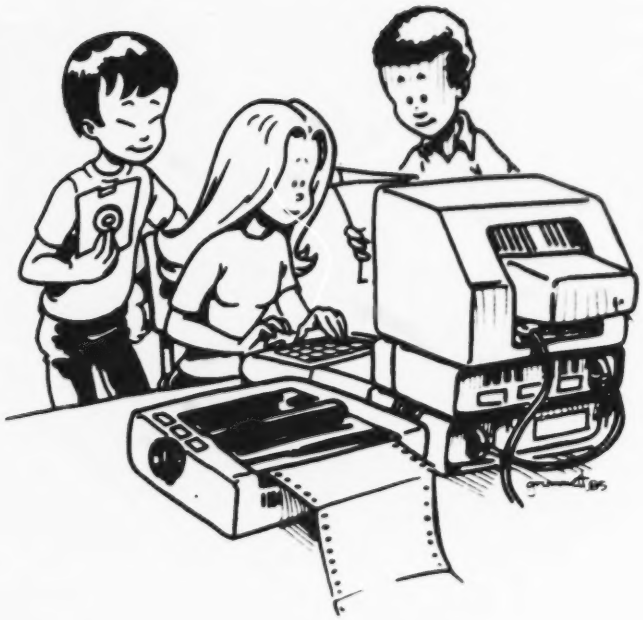
COOPERATIVE LEARNING

Cooperative learning is a systematic model for teaching content while having students **practice skills necessary** for effective group work. The basic principles of cooperative **learning are:**

1. **Face-to-face interaction**
2. **Individual accountability**
3. **Positive interdependence**
4. **Social skills**
5. **Group processing**



QUICK COOPERATIVE STARTERS

Learning Partners: Ask the students to turn to a neighbor and ask him/her something about the lesson, to explain a concept you've just taught, to explain the assignment, to explain how to do what you've just taught, to summarize the three most important points of the discussion, or whatever fits the lesson.

Reading Groups: Students read material together and answer the questions. One person is the Reader, another the Recorder, and the third the Checker (who checks to make certain everyone understands, agrees with, and can explain the answers). They must come up with three possible answers to each question and circle their favorite one. When finished, they sign the paper to certify that they all understand, agree on, and can explain the answers.

Bookends: Before a film, lecture, or a reading, have students summarize together what they already know about the subject and come up with questions they have about it. Afterwards, the trios answer questions, discuss new information, and formulate new questions.

Jigsaw: Each person reads and studies part of a selection with a partner, practices teaching the section with a new partner (student studying same section from another group), then teaches what he or she has learned to the other members of the group. Each then quizzes the group members until satisfied that everyone knows all parts thoroughly.

Drill Partners: Have students drill each other on the facts they need to know until they are certain both partners know and can remember them all. This works for spelling, vocabulary, math, grammar, test review, etc. Give bonus points on the test if all members score above a certain percentage.

Reading Buddies: In lower grades, have students read their stories to each other, getting help with words and discussing content with their partners. In upper grades, have students tell about their books and read their favorite parts to each other.

Worksheet Checkmates: Have two students, each with different jobs, do one worksheet. The Teacher reads, then suggests an answer; the Writer either agrees or comes up with another answer. When they both understand and agree on an answer, the Writer can write it.

Homework Checkers: Have students compare homework answers, discuss any they have not answered similarly, then correct their papers and add the reason they changed an answer. Make certain everyone's answers agree, then staple the papers together. Grade one paper from each group and give group members that grade.

Test Reviewers: Have students prepare each other for a test. They get bonus points if every group member scores above a preset level.

Composition Pairs: Student A explains what she/he plans to write to Student B, while Student B takes notes or makes an outline. Together they plan the opening or the thesis statement. Then Student B explains while Student A writes. They exchange outlines and use them in writing their papers.

Problem Solvers: Give groups a problem to solve. Each student must contribute part of the solution. Groups can decide who does what, but they must show where all members contributed. Or, they can decide together, but each must be able to explain how to solve the problem.

Computer Groups: Students work together on the computer. They must agree on the input before it is typed in. One person is the Keyboard Operator, another the Monitor Reader, a third the Verifier (who collects opinions on the input from the other two and makes the final decision). Roles are rotated daily so everyone gets experience at all three jobs.

Book Report Pairs: Students interview each other on the books they read, then they report on their partner's book.

Writing Response Groups: Students read and respond to each other's papers three times:

1. They mark what they like with a star and put a question mark anywhere there is something they don't understand or think is weak. Then they discuss the paper as a whole with the writer.

2. They mark problems with grammar usage, punctuation, spelling, or format and discuss it with the author.

3. They proofread the final draft and point out any errors for the author to correct.

Teachers can assign questions for students to answer about their group members' papers to help them focus on certain problems or skills.

Report Groups: Students research a topic together. Each one is responsible for checking at least one different source and writing at least three notecards of information. They write the report together; each person is responsible for seeing that his/her information is included. For oral reports, each must take a part and help others rehearse until they are at ease.

Summary Pairs: Have students alternate reading and orally summarizing paragraphs. One reads and summarizes while the other checks the paragraph for accuracy and adds anything left out. They alternate roles with each paragraph.

Elaborating and Relating Pairs: Have students elaborate on what they are reading and learning by relating it to what they already know about the subject. This can be done before and after reading a selection, listening to a lecture, or seeing a film.

Circles of Learning

Johnson, D,. W., Johnson, R. T., & Holubee, E. (EDS., 1988), *Cooperation in the Classroom* (revised ed.). Edina, MN: Interaction Book Company.

PROBLEM-SOLVING SEQUENCE
by L. S. Shulman

1. **Problem sensing,** in which a person initially detects, to his discomfort, that some kind of problem or incongruity exists.

2. **Problem formulating,** wherein the person subjectively defines a particular problem and develops his own anticipated form of solution.

3. **Searching,** in which the individual questions, hypothesizes, gathers information, and occasionally backtracks.

4. **Problem resolving,** the final phase in which the person becomes satisfied that he has solved the problem or "found out why," thus removing the disequilibrium.

PROBLEM-SOLVING HEURISTICS
by Stephen Krulik and Jesse Rudnick

1. **Read**

   1a. Note key words.
   1b. Get to know the problem setting.
   1c. What is being asked for.
   1d. Restate the problem in your own words.

2. **Explore**

   2a. Draw a diagram, or construct a model.
   2b. Make a chart. Record the data.
   2c. Look for patterns.

3. **Select a Strategy**

   3a. Experiment
   3b. Look for a simpler problem.
   3c. Conjecture/guess.
   3d. Form a tentative hypothesis.
   3e. Assume a solution.

4. **Solve**

   4a. Carry through your strategy.

5. **Review and Extend**

   5a. Verify your answer.
   5b. Look for interesting variations on the original problem.

Instructional Planning Models

The key to successful teaching is good planning. There is no substitute for it. Good planning helps create correct discipline, pleasant atmosphere in the class, and puposeful activity free from dead spots and waste motion—in short, good planning promotes worthwhile learning. No one can teach well for long without planning well.

—Leonard H. Clark

PLANNING MODEL

UNIT/MAJOR OBJECTIVE

Compare and contrast life in the various American Colonies

OBJECTIVES

1. Describe the influence of geography, government, and religion on the growth and development of the New England Colonies.
2. Describe the influence of geography, government, and significant persons and groups on growth and development of the Middle Colonies.
3. Describe the influence of geography, economics, and slavery on growth and development of the Southern Colonies.

ASSESSMENT TYPES

Assessment Type # 1

Using the map, label the Middle Colonies, their major cities, and bodies of water.

Assessment Type # 2

Writing Assignment. Discuss at least three examples of how geography affected growth and development of the Middle Colonies. Be sure to elaborate on your examples.

Assessment Type #3

Divide students into six groups. From a list of individuals and groups who influenced development of the Middle Colonies, each group will select a subject for research and organize the information collected. Research reports will be presented orally. (Information maps could be presented on charts or as mobiles.)

Other Assessment Types

- Individual Student Projects
- Teacher Observations
- Independent Research
- Other products such as murals, timelines, and models

PLANNING MODEL

UNIT/MAJOR OBJECTIVE

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INSTRUCTIONAL ACTIVITIES

Instructional Activity # 1

Using a wall map, locate the Middle Colonies. As each colony is located, ask students to discuss the following:

- How did geography affect development?
- What were the major cities and resources?
- What groups settled in the colony?
- Describe what social life was like and how it was influenced by geographic factors (e.g., weather, natural resources, proximity to other colonies)

Instructional Activity # 2

Divide class into four groups. Assign each group one of the Middle Colonies. Have them imagine they are proprietors and must decide on five laws they will make for their colonies. Students will publish their "charters" and be able to discuss the rationale for their charter and the similarities and differences among all of the charters.

Instructional Activity #3

As the teacher delivers a mini lecture, students will take notes by completing the matrix outline. Students will discuss any noted similarities and differences among the geography, government, and significant persons and groups in each colony.

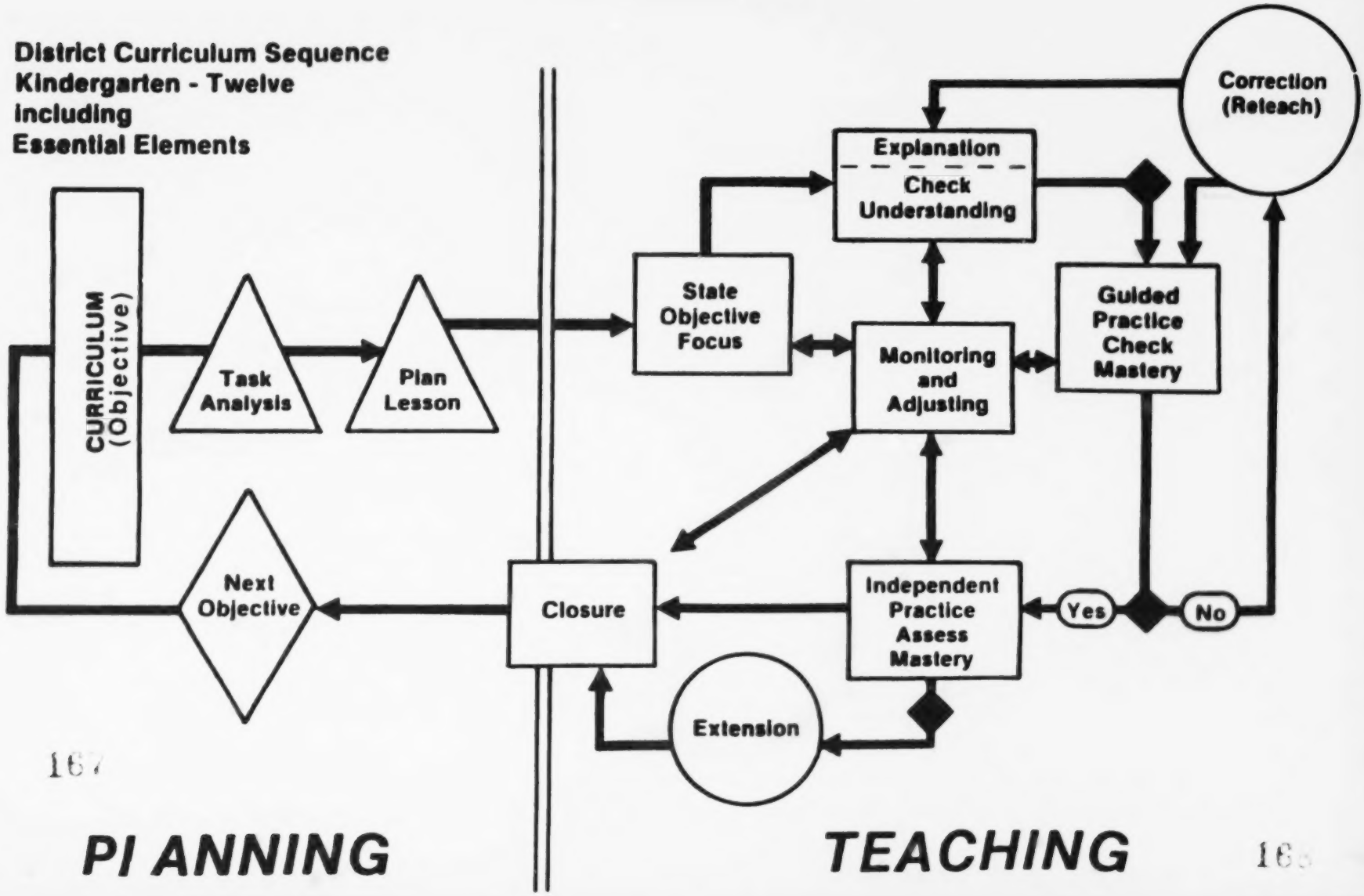
Colonies	Geog.	Govt.	Sig. Group	Sig Persons
PA				
NY				
NJ				
DEL				

Other Instructional Activities

- Field trips to local museums to examine artifacts and original sources
- Small cooperative discussion groups
- Interrupted film technique with guided discussion
- Review and discussion of Colonial literature

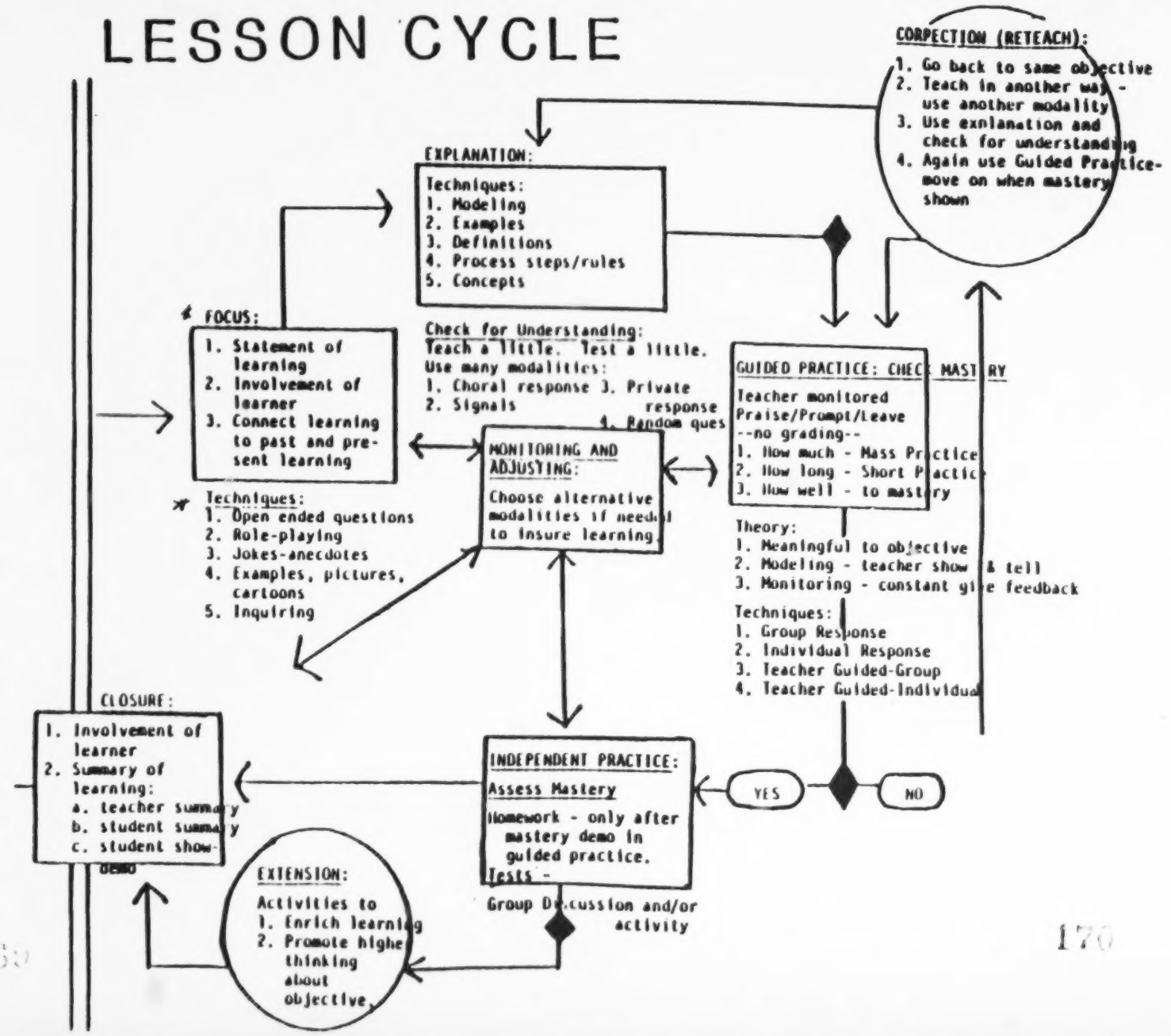
MODEL FOR EFFECTIVE TEACHING

A LESSON CYCLE



MODEL FOR EFFECTIVE TEACHING

LESSON CYCLE



TEACHER RESPONSE FORM

Teacher's Name (optional) _____ School _____

Name of Guide_____

Your comments and suggestions are needed in order to enhance the quality and usability of this curriculum guide. Please complete the following questionnaire and return to Dr. Nancy Timmons, Director of Curriculum by **February 2, 1990.**

	Agree - Disagree					Comments
1. The guide is **organized** in an effective, usable manner.	1	2	3	4	5	_____
2. The **statement of philosophy** reflects my ideas, opinions, and beliefs about the subject matter.	1	2	3	4	5	_____
3. The **goal statements** are broad, comprehensive and express the general aims and direction of the course(s).	1	2	3	4	5	_____
4. The **objectives** are clearly stated, appropriate, and measurable.	1	2	3	4	5	_____
5. The suggested **instructional activities** and **assessment items** are clearly described, aligned with objectives, and varied to accommodate different abilities and learning styles.	1	2	3	4	5	_____
6. The suggested **instructional units** are helpful in modeling the instructional planning process.	1	2	3	4	5	_____
7. The suggested **instructional strategies** section is helpful in planning for variety in teaching.	1	2	3	4	5	_____
8. The **resources, strategies,** and **planning** section is adequate and helpful.	1	2	3	4	5	_____

Additional comments/suggestions: _____

_____

_____

_____

NOTE: You are invited to submit your ideas, activities, and assessments for possible inclusion in the curriculum guides. Your input is welcomed and appreciated. Please include the **grade level, subject,** and **course objective(s)** for each submission.

Check the appropriate item(s)

_____ Teaching Activity

_____ Assessment Item

_____ Enrichment/Reteaching Activity

_____ Unit Plans

_____ Teaching Strategy

_____ Resource

_____ Other (_____)